



The Lakeside Voice

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Colchester High School

Colchester, VT 05446

Education with a personal touch

by Margaret Chase



Photo by Margaret Chase

Several Senior Seminar students working on their personal Action Research projects to be presented on May 25th.

Personalized learning creates opportunities for students to pursue higher education and to become more excited and engaged with their own learning. Students need to become engaged and enjoy what they are learning in order to feel like they are successful.

Much like human faces every human brain is different, and because there is not one type of brain that teachers can teach to, the initiative for personalized learning opens up opportunities for students to take control and become interested in their own learning. When students take their learning in their own hands, they can know what works best for them to become engaged in their learning.

In Vermont this change is taking place right now. Act 77 was passed in Vermont, in 2013, it is "An act relating to encouraging flexible pathways to secondary school completion".

This act encourages dual enrollment, expansion of early college, and increased work based learning. This helps to give students the experience that many employers are looking for to be able to hire qualified workers. This law is helping to set students up for more of the success that they need.

At CHS the process to more personalized learning is rapidly growing. There is a class which is new this year called the Extended Learning class. In this

class students are able to choose their own topic and complete research and internships to ultimately create a project based on what they have learned.

CHS senior, Courtney Dessormeau recently researched a project on makeup. She completed an internship at Colorlab Cosmetics in Williston and learned a lot of interesting facts about the cosmetic industry and how she could possibly develop her own.

Another senior, TJ Brown who has an interest in music made his own guitar.

Mr. Thime who teaches the class was very excited about how students showed much more engagement and really seemed to enjoy the learning.

According to Ms. Pedrin, who is in charge of the Personalized Learning Plans at CHS, "A Personalized Learning Plan is a document or series of documents all put together that is worked on by students in collaboration with parents or teachers or administrators to help develop a plan to explore interests, set goals and pathways for a student's four years in high school and then beyond that".

Though it is not currently implemented with every student, her and a team of other teachers and students are working towards having a PLP for every student at Colchester High School.

CHS senior wins essay contest

Read Ryan Arel's full essay on page 8

by Chloe Bullock

The Veterans of Foreign Wars (VFW) recently held an essay contest, Voice of Democracy Rules. The program was open to students in grades 9-12 who were enrolled in public, private or parochial high school or home study program in the United States and its territories. This audio-essay contest was established in 1947. Each year it provides high school students with the opportunity to express themselves in regards to the democratic and patriotic theme provided.

"My Responsibility to America" was the theme for the 2016-2017 contest.

Essays were judged on three categories: originality, content, and delivery. Those that showed imagination and human interest in their treatment of the theme would receive more of the 30 available points of the originality category. Students were expected to clearly express their ideas in an organized matter. As well as fully develop their theme using transitions. There were 35 available points in the content category. All applicants were required to record themselves reading their essay. The delivery category had 35 points available. Students were

encouraged to speak in a clear and credible manner in order to receive more points.

Each year nearly 40,000 students apply to this national scholarship. The first place winner receives a \$30,000 scholarship. The first place winner from each state receives a minimum scholarship of \$1,000 scholarship and an all expense-paid trip to Washington D.C..

This year Ryan Arel, a senior at CHS, was the Vermont winner. His winning essay is printed in full on page eight.



Photo contributed

Senior Ryan Arel visits Washington D.C. as Vermont's winner in the the Voice of Democracy essay contest.



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Get Out puts viewers on edge

by Aly Lynch

The recent horror movie, *Get Out*, written and directed by Jordan Peele, has attracted a lot of attention in recent weeks. It made an estimated 33 million dollars at the box office its opening weekend and continues to attract people of all ages and backgrounds.

The film chronicles Chris, a young black man going to meet his white girlfriend's parents. What seems like a minimally stressful situation turns into a full blown nightmare as Chris learns a horrifying family secret and struggles to "get out".

The horror factor is without a doubt, genius. Peel slowly builds on eeriness and dread and has a slow yet intense build of beautifully fierce horror that will have the viewer's skin crawling. Yet, the movie is not simply a scary one. The entire movie is an insightful social commentary on the prevalent topic of racism. Peele tackles the topic well, pointing out society's shortcomings and framing it in a way that is accessible to all types of people.

Peele strategically directed the story to unite people. Chris's character is already a uniting factor for people in the audience as they band together and root for him. Peele also utilizes his background in comedy, as he was the co-host of Comedy Central's *Key and Peele*, in order to provide comedic relief to the intense film.

Peele understands the difficulty and



Photo from Fox Force Five News

Get Out released February 24, brought in an astounding \$30.5 million opening weekend

complexity of dealing with plot lines about race but "it's more healthy for us than the other version, which is let's ignore it all", according to the *Business Insider*.

Most horror comedies are deemed "spoofs" and known for their cheesy and ridiculous portrayals, yet Peele makes the humor natural and relatable. He integrates realistic comedy into the film to provide a "re-

lease for the audience" and make a very intense conversation more easily had.

Get Out is a unitive film that is incredibly relevant to today's society. Not only does it address racism head on, but it is a very entertaining movie. The blend of horror and comedy is beautifully executed in a way that will have viewers on the edge of their seat.

Lakeside Voice Staff / Contact Information

A New England Scholastic Press Association Award Winning Paper

The Lakeside Voice is published by students at Colchester High School. Articles are selected and submitted by the CHS community at large. The high school Journalism class is responsible for every facet of the Lakeside Voice publication.

Suggestions and ideas for articles, as well as Letters to the Editor can be sent in care of:

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Stick to the schedule

by Chloe Bullock



CHS current start time

Pushing back the start of school is not a good idea. Some might ask, "What high schooler doesn't want to sleep in?" but if you look closer you can see the flaws. School starting later will affect after school activities and parent schedules.

Sports practices and games will start later. This will be a problem in the fall when it gets dark earlier. If both Junior Varsity and Varsity play on the same field for games there is a chance that the second game will be cut short if it's too dark to play. Practice will have to start later which means students will be home later. A later arrival home means there is less time for the student to complete homework. Student athletes will have to sacrifice sleep in order to finish their assignments. This means that the later start time does not benefit student athletes. They will have to stay up later and will

probably end up getting the same amount of sleep as they did with an earlier start time.

Even without the later start time many student athletes have to stay up late in order to finish their work after practice or a game. If school were to start two hours later, a midnight bedtime becomes 2am. Staying up this late will not be beneficial to students. It will make it harder for them to focus and therefore their grades may suffer. If this occurs student athletes will be forced to choose between their sports and their grades.

School starting later affects parents' schedules as well. Some parents, especially those with underclassmen, may not be comfortable letting their child wait for the bus when they're not home. If school starts later, parents' may have to negotiate with their bosses to come in later for work. This is definitely not possible for all parents.

The negative effects of a later start time for both students and parents outweigh the benefits.

Anything new implemented in a school district should not affect a student's ability to be successful.

New England Music Festival honors

by Friends of Colchester Music



Senior Connor Zwonik, Colchester High School (CHS) senior percussionist, performed in the 90th Annual New England Music Festival (NEMF) hosted by the Brien McMahon High School in Norwalk, Connecticut, March 16 through 18. Zwonik, who has performed in the festival all four years of high school career, was the only CHS student to participate in this year's music festival.

More than 400 students from around New England participated in the festival, which cul-

minated with three concerts by choral, band and orchestra ensembles on March 18. Students auditioned for the opportunity to participate in the music festival in November. Those selected received their music in advance of the festival then came together for an intense day and a half of rehearsal before performing.

Zwonik was one of 86 students who participated in the orchestra ensemble. The orchestra, conducted by John Eells, performed the following pieces: *Polovtsian Dances #8* (by Alexandre Borodin) and *#17*; *Waltz for Masquerade Suite* (by Aram Khachaturian); and *A Night on Bald Mountain* (by Modest Mussorgsky; Rimsky-Korsakov version, 1867).

What is your favorite TV show to binge watch?

by Laura Campbell and Margaret Chase



Kristen Thompson
Parks and Recreation



Mathew Layton
Sherlock



Mr. Warren,
Science Teacher
Red Rock



Molly Fuller
Shameless



Sam Burgess
The Office

Hip Hop legend rightfully crowned

by Dylan Davison

Many of you know Tupac Shakur for his lasting impression on the hip/hop rap scene. But had he made an impression in the rock scene too? On April 7th 2017 Tupac was the first solo rap artist to be inducted into the Rock and Roll hall of fame. This is a controversial subject for some people for many different reasons. Some people believe that Tupac should not be inducted into the Rock and Roll hall of fame. They believe that only rock artists should be able to be inducted in. Some people don't like the fact that there is no rap hall of fame at all. They think that they should make one. Tupac was inducted in by fellow rapper Snoop Dogg. Many people did not like this either, they think it is not a place for rappers. But being Snoop Dogg he got a good reaction from the crowd.



Photo from Wonderingsound.com

East Harlem, New York Rapper Tupac Shakur

During the induction they auctioned off some of Tupac's things like some hand written lyrics and a bullet struck medallion worn by Tupac. Last year Kendrick Lamar inducted rap group NWA into the rap hall of fame. He had a lot to say about the culture and movement of hip/hop rap and how it is more than just the genre of music. It's more of like telling the story of where you are from and what you're about. This year was different though, Obviously Tupac will not be physically there

to celebrate and accept his induction. Snoop Dogg made a speech that he read for the occasion. He talked of times he remembered of with Tupac. Snoop talked of happy memories like the time Snoop and Tupac were parasailing together on vacation while Suge Knight drove the boat. It's a crazy scene to think about: two extremely famous and influential people parasailing together. Tupac left a very

big impact on hip hop today. You still hear people playing his music and say his name when they mention the greats. In honor of Tupac and the clothes and style that he created with the wheat timberland's and the tied bandanna. Rapper T.I dressed in a full Tupac inspired outfit from the black leather vest to the tied bandanna. Tupac's art will be remembered for years to come.

Sugaring in Vermont

by Courtney Dessormeau

Touring a sugar farm during the winter in Vermont is an iconic activity. The snow covered grounds and sweet smell of maple floating around is a great time for friends and family to come together.

Maple sugaring started when Native Americans realized sap was dripping from the trees on warm, spring days. Each day, there would be more and more piled on the ground, so the Native American's decided to put buckets underneath and keep it. One day a woman poured the sap on her meat, like a marinade. She immediately smelled the maple scent and it tasted even better. Ever since that day, Native Americans

boiled the sap with the help of settlers, who brought wooden spouts, buckets, and covers.

Donald Schroder owner of the sugar farm, Poor Farm Sugarworks, has been a local maple syrup producer since the late 90s. With the help of a few friends, he goes through the process of changing it to 6% sap, boiling and then filtering.

He makes "about 10 gallons of finished product an hour," he says. It's a lot of hard work for a small amount of product. Donald's wife, Valerie, makes maple cream, butter, and candy during the season. They sell the candies, and keep the cream and butter for themselves.

The state of Vermont provides the grading of the syrup for businesses. It comes in a kit with four different shades of syrup made from food dyes. Once the syrup is made, it's matched to a certain color in order to determine the grade. From there, it's poured into different sized jugs and labeled with the appropriate grade. The lighter colors are more sugary and delicate whereas the darker colors have the strong, maple taste. Going to a sugaring house is definitely an essential for Vermonters and tourists.



Photo taken by Courtney Dessormeau

Poor Farm Sugarworks on Poor Farm road in Colchester.

AP Art: an open canvas

by Olivia Perron



Many students don't know about the arts programs offered at Colchester High School. One particular class that is often overlooked, but provides a great experience is AP Art. In this advanced class, students participate in compiling a self guided portfolio.

Each student throughout the school year is required to submit 24 pieces. These works are split into two groups: breadth and concentration. The breadth portfolio consists of 12 works that can be anything the student chooses. While working on their concentration each student makes projects based on a cen-

tral theme or idea.

AP Art student, Bella Lopez, commented about her concentration. Lopez chose to center her concentration around the theme of domestic abuse.

The talented junior reflects she, "chose to do it because I've had some friend who have had some very personal experiences with that. It means a lot to me, I just wish it were something that we talked about and an issue that more people payed attention to".

Lopez displays the contrast and impact that the abuser has, through color. In her work, Lopez usually shows the abuser in black and white, in stark contrast to the victim who is shown in vibrant color. Her work not only shows the physical aspect of domestic abuse, but also the mental impact it can have. Through her work Lopez hopes to show people and bring attention to the issue of domestic abuse.

Favorite songs

by Spencer Trahan

While doing research for a video broadcast, two journalism students went around Colchester High School asking students and teachers what their favorite song is. After getting answers, they then had students and teachers listen to each other's choices and captured their reactions. The reactions made for a funny video and showed what teachers and a student's thought of the songs. It's interesting to hear what teachers and students favorite songs are because they are totally different from each other being that the songs are from different generations and genres.

Starting with teachers, Ms. Hughes, Mr. Brown, Mr. Phillips, and Ms. DeLaricheliere were interviewed. Mrs. Hughes said that her favorite song was "Livin' On a Prayer" by Bon Jovi, because it made her feel at home and it reminded her of good times such as parties. Up next was Mr. Brown, who said anything by Barry White was his favorite because he is the king of smooth jazz. Mr. Phillips favorite song is

Prom moves to Lang Farm

by Olivia Perron

It's springtime, and that means prom season. Most of the promposals have been enacted and students are beginning to make their final plans for the special night.

Unlike past years when prom was held at the Hilton in Burlington, this year's prom will be held at the barn at Lang Farm in Essex Junction. The theme this year is Masquerade.

The Prom will be held on May 20th, from 7:30 to 10:30. Doors will close at 8:30 so be sure to get there before then.

If students are planning to bring a guest that is not a Colchester student, they will need to pick up a form in the Attendance Office, and turn it in by May 17th.

Tickets will cost \$40 per individual and go on sale Monday, May 8th. Students can buy the tickets from Ms. Renaudette, in the Attendance Office. Cash sales only are accepted.

"New Orleans is Sinking" by The Tragically Hip. Finally, Ms. DeLaricheliere said her favorite song is "The Man in Me" by Bob Dylan because she can sing along to most of his songs. For students, Jace Laquerre, Keagan Landry, and Dylan Davison were interviewed. Jace's favorite song is "Sweet Home Alabama". Keagan's, favorite song is a country song, "8th of November" by Big and Rich. Lastly, Dylan's favorite song is "Man of the Year" by Schoolboy Q.

As expected, teachers and students have favorite songs from their generations which is why they differ so much. Dylan listened to Mr. Phillips song and he said, "It sounds like some aged music, I don't know if I like this." After, Ms. DeLaricheliere listened to Dylan's song and she said, "It sounds like the typical rap song." Lastly, Mr. Phillips listened to Keagan's song and he said, "I like some country but I don't listen to Big and Rich." The opinions were interesting to hear because they didn't really like each other's songs. This was expected because it wasn't the music they normally listen to. It's good to sample new music but you don't have to like it.

For the stargazers

Contributed by
CHS Science Department

Dr. John O'Meara, a well-known and respected astronomer from St. Michael's College will be donating his time to have an astronomy talk and star gazing night to supplement the astronomy unit being taught in Physics classes.

Students, as well as families and community members, are all invited to this event. This is a really unique opportunity for space enthusiasts of any level to enjoy an evening filled with stars and celestial bodies.

The event takes place at 7:30 p.m. in the CHS theater on Thursday, May 11.

Success on and off stage

by Laura Campbell

All of the hard work paid off for Colchester High School Theatre Company when they wrapped up their ongoing efforts with three performances of *Beauty and the Beast* for their Spring show. What most people don't understand is the effort went into it. Auditions took place in early January, and for some it was the hardest part. Bella Lopez said, "the worst part of casting is that you want a specific part and so do your friends...the anticipation is horrible." After casting was finalized, rehearsals for *Beauty and the Beast* began.

Rehearsals are a major component of what goes on behind the scenes and generally last for two hours after school. Eliysia Way, an actress in the play, thinks that the hardest part of the show is, "scheduling rehearsals and making sure everyone is there". Rehearsals aren't the only time the cast puts in, many will go home and continue to memorize their lines. These hours can add up, especially during "Hell Week". This week can be extremely stressful from making sure everything is in place to any last minute changes in the production. Nathalie Stapleton thinks that "getting everyone on the same page is the hardest part, everyone has their own opinions, and therefore there is tension."

As with any show, *Beauty and the Beast* has several props and sets. The Colchester Theatre Company makes several of the props them-



photo by Nathalie Stapleton

Mario Houle as Beast and Bella Lopez as Belle in *Beauty and the Beast*.

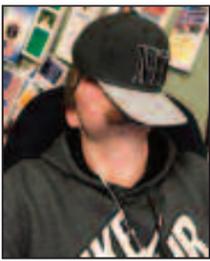
selves, others they have to buy. Most sets are rented from companies, however certain parts may have to be built by them. For *Beauty and the Beast* set building took place the weekend before the first performance. Another important part of what goes on behind the scenes is lighting and sound. Brooke Marcotte was one of the technicians in charge of controlling the stage lights. One of her roles in rehearsals was

to create cues for the lights. Costumes are another major part of what happens behind the scenes. The clothes needed to fit and be changed quickly throughout the show.

Members of the Theatre Company, put copious amount of effort into practicing and ensuring that everything was perfected before opening night, when *Beauty and the Beast* was finally revealed to an appreciative audience.

Dream jobs

by Isabell Ayer



Most people have their own version of the perfect job, or the dream job. Recently many fellow classmates and some faculty were asked what their own ideal job would be, and here are the results.

A student dreams of the perfect career

Lynneah Rabidou- "I would like to be an interior designer, and to have the opportunity to design for important famous people. I would be a dream to have people recognize my style and want me to design for them."

Andrew St. Pierre - "I would want to be an FBI agent, because it sounds fun."

Mr. McCannell- "Retirement."

Margaret Chase- "Working in a lab, and doing research. Also, on the side I would like to get paid to sleep."

Llewellyn Powell- "I would like to be an architect, and have the opportunity to build."

Jenny Thompson- "I would like to be a pediatric oncology nurse."

Aliza Bogner- "I would like to be an occupational therapist."

Haley Kieny- "I would want to be a CIA agent."

Ethan Dean- "I would want to be a doctor."

Stefani Franklin- "I would love to be an accountant."

Dino Ayer- "I would like to be a business owner."

Mitch Gaba "I want to be an NFL player."

Grace Martin- "Professional ski racer."

Andrew Ianni "I want to win the lottery as a job"

Colyn Hutchings- "Not working."

Art on display

by Laura Campbell



"Trapped", by Kris-ten Winchester
Every year the Colchester School District has an Art Show to celebrate the work of students. This year the Art Show falls May 9th-12th. Art is displayed in the CHS Gym, and is open to all members of the community from 8am-4pm each day. The art that is displayed ranges from kindergarten work to AP Art projects. This allows members of the community to see the progression in art as students age.

Anne Cummings is an art teacher at the high school, and thinks the Art Show is important to a student's success. "Presenting art is an important part in creating it. And having family, friends, and community members see it is a great way for students to feel pride in their work. And it encourages them to go on in art."

Every student at Colchester High School who is taking part in an art class is re-

quired to put at least one piece in the show along with an artist statement. Mr. Cannizzaro, another art teacher thinks this is a great "opportunity to celebrate creative successes in all of our students."

Within the Colchester School District Art Show there are specialized section. One section showcases the work of current high school seniors. Each senior who chooses to participate sets up work from all four years of their high school career. This is a great way for those who are passionate about their artwork to show their family and friends what they have created. Another section of the Art Show is dedicated to AP Art students. Olivia Perron is a current senior who takes AP Art. She thinks "the Art Show is a great opportunity for parents to see all of the artwork done by students. This year there should be even more great art work with all of the AP Art students having their own display."

The Colchester School District Art Show provides students with the opportunity to show the community the work they have accomplished this year. Many of the students are proud of their artwork, and are excited with the option to include it in the show.

Working students

by Dylan Davison

As a senior at CHS that has a car payment and insurance to pay, there's no way one could afford these luxuries if not working as a fulltime CHS student and a part time Pizza Hut employee. Sometimes it may be tough to balance the two. Especially on days with school in the morning, go class to class and then go straight to work; it can get hectic.

Not only do students go to school and work, they also have a third responsibility...homework. So after some students get out of work as late as nine, they have got an hour or so of homework afterward, as well.

It is definitely a grind to keep up with school

and work. Many other students are in the same boat. School during the day and work during the evenings. According to the Bureau of Labor Statistics, 41 percent of high school freshmen worked during the school year; or the following summer, compared to 65 percent of sophomores, 79 percent juniors, and 87 percent seniors that worked during the school year.

My job description would be something like make pizzas, prep dough and do dishes. A pretty fitting job for a high school student. I'd say that I don't mind my job, it's nothing headache inducing and it's relatively low stakes on messing up, it's just a pizza in all honesty.

A fellow senior, Isabell Ayer told me that she also works at a pizza place, Three Brothers.

She says "Working in the food industry is high paced and nerve racking for the pay you make, without lots of tips."

I agree with Ayer, working with food is very fast paced and time sensitive, but it brings in the much needed money for a high school student.



Photo by Dylan Davison

CHS student Dylan Davison and EHS Co-worker Andrew Elliot are among the many teenagers balancing school and work.

FEATURES

Get ahead of the game

by Laura Campbell

Dual enrollment is a program that allows a person to be enrolled in two educational programs at the same time. Students who take advantage of this program have the opportunity to learn something their high school may not offer, while experiencing a post secondary education. However, dual enrollment only applies to high school juniors and seniors. In Vermont, juniors and seniors are eligible for two vouchers, allowing them to take up to two classes with no tuition costs. At Colchester High School there

are four colleges that students have the opportunity to attend: University of Vermont, Champlain College, Community College of Vermont, and Vermont Technical College. The courses that high schoolers can enroll in vary depending on the college they choose and the current semester.

Courtney Dessormeau is a current senior at Colchester High School. Earlier this year she enrolled in an online criminology class at the Community College of Vermont. Dessormeau decided to take part in the dual enrollment program in the hopes that it would help her choose a career path. During an interview she stated that the college course differed

from high school. "There was a lot more work. And there was no wiggle room to hand in late work. The deadline was the deadline." Overall, she did not enjoy this experience because she couldn't talk to her teacher in person making it hard to communicate what needed to be done. Despite not having a great experience in the dual enrollment program, Dessormeau said that she would recommend the criminology course.

Rachel Gervais is another student who took part in the dual enrollment program. She enrolled in a medical terminology course at the University of Vermont. Gervais chose to enroll because she wanted to explore the biology and medicine. Unlike Dessormeau, Gervais

enjoyed her experience, especially learning at her own pace. One major difference Gervais noted between the college course and her high school classes was that there is a lot more responsibility given to the student. "The teachers don't send out reminders to turn in your work, you have to keep track of it yourself."

Dual enrollment provides students in high school with a new experience. The experiences that students have all depends on what course they take and at what school. Both Dessormeau and Gervais agreed that the dual enrollment program is a great way to explore areas of interest.

Exchange
it up

by Isabell Ayer

Clément Soler-My is a French exchange student, who is completing his junior year of high school at Colchester. Soler-My is from a town called Troyes, in North-East France, which is about 2 hours away from Paris.

When asked what his favorite experience was, he responded, "The culture difference, I like to learn about new cultures and being alone, away from your family makes you discover a lot of things, but the first thing you discover is yourself. Also you learn how to deal with stuff and face life. It is a learning experience for yourself, and also for a new language."

Soler-My's biggest change from living in France to living in the United States is school. He says that school in the U.S. is less stressful and you have more free time as well as support. Also, the school spirit here is a lot different from home. At his school in France, there are no sports, so Soler-My values the school spirit, and sports we offer. He enjoyed playing football in the beginning of the year, and loved being apart of his volleyball team this winter.

The reason why Soler-My wanted to be an exchange student was to discover and learn about himself, so he came to Vermont to experience different things to make himself grow, while challenging the way he thinks.

He understands that being bilingual looks good for colleges, so coming to Vermont would help him strengthen his English, and so far so good.

After high school, Soler-My wants to go to an international college with a variety of nationalities, and it's important to him that he studies abroad to continue experiencing new things.

He understands that many people find it intimidating to study abroad, but still encourages it, saying "If you hesitate to go abroad because you are scared of being lonely, not understood, or having a bad experience, I will say just do it. You will not regret it, and if you don't go you will never know. Life is short and you should just live the present and not the future. Even if you feel lonely during the experience, you'll learn more. If you don't have struggle, you will never have growth. The best way to learn is to make mistakes, and you'll take away a lot from the experience even if you're not aware of it. You'll come back as a different person in a better way."

Soler-My wishes to stay for summer even though he must return to France. Going back home seems more like going back to high school where his schoolwork awaits him. He also likes the people here and it will be bittersweet to say goodbye. However, he doesn't think about leaving because he wants to make the most of his experience while he's living in it. Soler-My's philosophy is to always live in the present.

What's Your Fav App?

by Jacob Newsome

Recently students at CHS were asked which social media app they like the most, and why they like it. In a detailed survey, two particular visual apps came out on top. 38% of students picked Snapchat as their favorite app, and 28% chose Instagram. No other app came close, with Facebook finishing a very distant 3rd. Other apps mentioned were Twitter, Reddit, YouTube, iFunny, Tumblr, and Pinterest.

The following responses are from seniors explaining their choices:

Spencer Trahan: "My favorite social media app is Instagram because I like to browse through pictures on my free time."

Kristen Thompson: "I like Instagram because I really like photography."

Olivia Ellwood: "I like Instagram because it is very artistic and doesn't require a lot of reading."

Natasha Hayes: "My favorite app is Snapchat because I like the filters."

Ben Turner: "I like Snapchat because I like interacting with people through comical images."

Travis Galusha: "Facebook is my go to app. I like it because I can stay connected to my family."

Jace Laquerre: "I use Facebook for networking for my job."

Dylan Davison: "My favorite is Twitter because I can follow all of the hip/hop and streetwear pages that I like."



Photo from Google

Snapchat, clearly the favorite social media app at CHS.



Photo By Jacob Newsome

Spencer Trahan posing with his favorite social media app, Instagram, the second place winner.



Photo from Google

Facebook rounds out the top three.

Travi\$ Scott's impact on Hip/Hop

by Dylan Davison

For anybody interested in hip hop, it's worth checking out Travi\$ Scott and his progression throughout his projects. Scott is he is a 24 year old Houston, Texas native. He makes Hip Hop/Rap music and has even produced for some big names such as Kanye, Big Sean, and Drake. He started out just producing beats, then gradually started to hone his lyrical skills at the age of 16 and dropped his debut mixtape. In 2012 Scott signed a record deal with Epic Records and G.O.O.D Music to be an in-house producer.

Scott's first solo mixtape was Owl Pharaoh. This mixtape really put him on the map. A song that really stands out on this mixtape is "upper echelon" because of the sheer hype of the song and some of the artists featured within the song, like T.I. and 2 Chainz, which are pretty substantial features to have on your first mixtape. Scott was the executive producer, meaning all the finishing touches and mixing were handled through him. The tape featured other producers but Scott had the biggest influence, an impressive thing seeing how it was his first tape. Many rappers today barely even write their own lyrics, never mind them even trying to produce a beat. Scott's next tape was long awaited after his first one since it did very well. Days before

Rodeo is Scott's sophomore mixtape and people were really hyped when this album came out. On this mixtape he really wanted to showcase that not only can he produce beats, but he can rap over them as well. This mixtape had pretty impressive features as well such as songs like "Mamacita", featuring Young Thug and Rich Homie Quan. It was definitely a success.

Scott's next move was to release his first official album, Rodeo. All of the tracks on Rodeo flow together really well and the whole album follows a kind of theme of desert, sand, and cacti; something to be expect from a rapper from Houston. All of the production on this album was perfect and represents all of the time and effort that was put in for this project. Continuing a common theme in Scott's previous projects, Rodeo features really good listings. Examples are "Ok Alright", featuring SchoolBoy Q, and "3500" featuring 2 Chainz and Future.

Scott's latest project, Birds in the Trap Sing McKnight, is easily his most hyped release to date. Over the progression of his albums he has built a pretty large fanbase and performs shows for hundreds of thousands of people. The songs on this album are definitely more radio friendly than his earlier tapes. Travis has a bit of a history with having some dark influences in his music and having deep dirty sub bass, but on this project he went for a lighter, happier kind of album. You can hear it in



the production and in the lyrics as well. He was definitely trying to please and reach out to wider audience with this album. It worked, and while many enjoy this album, fans can still look forward to the next phase in Travi\$ Scott's evolution.

Photos from Brand New Hip Hop Travi\$ Scott on set to film music video with Kanye West for his Rodeo album and Travi\$ backstage before a concert.

Making the grade

by Chloe Bullock

Colchester High School has introduced a new system of grading. This new policy separates the grades for student achievement from the grades for student dispositions. Students now receive grades for their organization, commitment, self regulation, and persistence. The grades range from 1-4, 4 being exceeding expectations. The purpose of this is to grade students based on what they actually know, not on whether they can turn a paper in on time.

This new policy gives students the opportunity to retake assessments and turn in work late without a deduction. The ability to retest is included in this new policy because the CHS administration believes that students should be given multiple opportunities to demonstrate their learning.

Teachers are allowed to set the guidelines for retesting and revising. For example, in Advanced Placement Calculus students are not allowed to revise unit tests, but in Advanced Placement Biology students are given the opportunity to revise unit tests. Students are allowed to turn in work past the due date, but not past the deadline. Work turned in past the due date is accepted and the student will not receive a penalty. This is because the purpose of grading is reflect a student's knowledge of the topic. If a student turns assignments in late this is reflected in their learn score. Students are not allowed to turn in work late past the deadline. The deadline is set by the teacher and can be based upon course guidelines or school related timeline.

Another portion of this new grading policy is that teachers are no longer able to

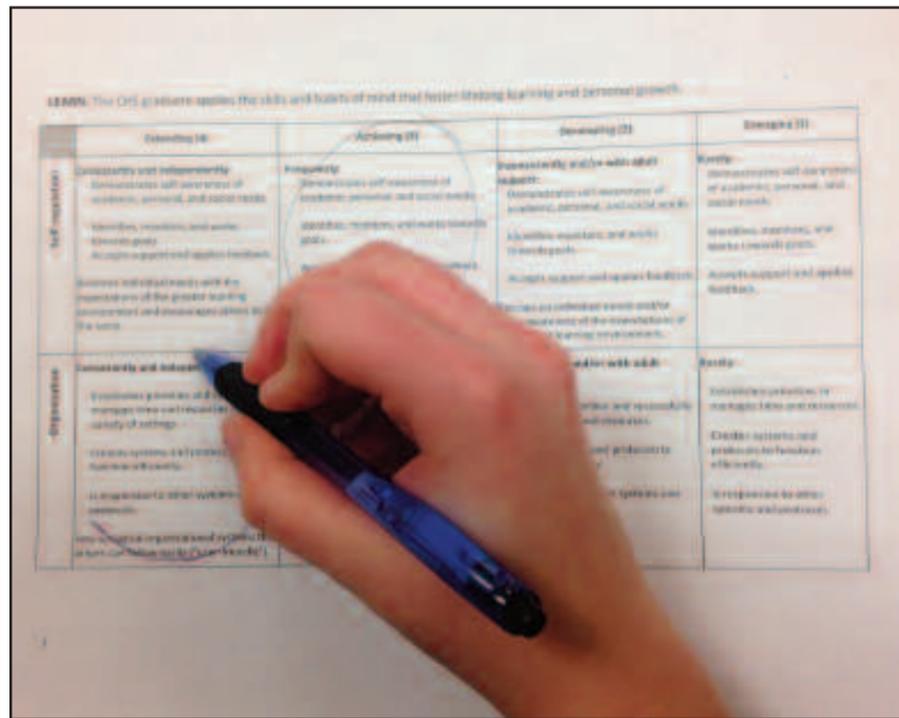


Photo by Chloe Bullock

As a part of the new policy students must fill out learn score rubrics. Aly Lynch is giving herself a grade from 1-4.

give extra credit. This is because extra credit or bonus points do not measure a student's learning. Now that students can retake and revise, it is no longer necessary for teachers to provide an extra cushion to a student's grade with extra credit. Multiple opportunities are provided to improve one's grades.

The new grading policy is affecting students at CHS differently. Some students love the opportunity to turn in work late, while others believe that it isn't preparing them for the strict deadlines in college. The policy is helpful to students who have a busy night and have no time to get their homework done, but it has made it much

easier for students to procrastinate. By the end of the quarter many have long lists of things to do prior to the quickly approaching deadline.

Incorporating learning habits into grading has both positives and negatives. Students are now graded on what they actually know, not on whether they can turn assignments in on time. Retakes give students another chance to prove to teachers that they understand the learning targets. The downside is that procrastinators are getting further and further behind. This school year is the first year that learning habits grades are on report card. This indicates that, for now, learning habits are here to stay.

CHS DATELINE

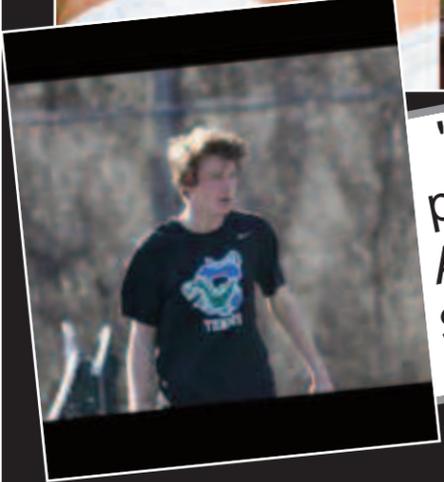
May:
 3rd: CHS Cares Mtg. 2:30
 9th: 12th: Art Show 8A-4P
 11th: 13th All State Music Festival
 12th: Shelburne Museum Trip Grade 10
 15th: Shelburne Museum Trip Grade 10
 17th: Blood Drive NHS/CHS Cares Gym 9A-2P
 17th: Student of the Month Luncheon
 19th: Mock Trial/Distracted Driving Presentation
 20th: Prom 7:30 Lang Farm
 22nd: Honors Banquet 6:30 Doubletree
 23rd: Science NECAP Testing Juniors
 23rd: Fast Forward Freshmen/Sophomores
 23rd: Sports Awards Night 7:00
 24th: Pops Choral Concert 7:00
 25th: Senior Seminar Gallery 6:30
 26th: Coffeehouse 7:00
 30: Pops Band Concert 7:00
 31st: Tribute Speeches 6PM Library

Best Late Excuses



"Dunkin' Donuts took forever!" - Abby Ladd

"I had to try on every outfit in my closet." - Lynneah Rabidoux



"I had tennis practice at 6 A.M." - Nick Schramm

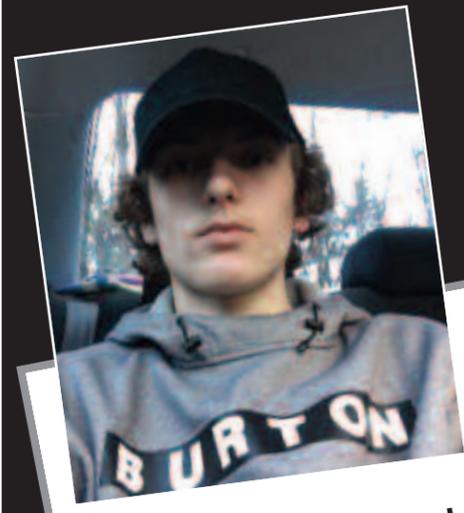
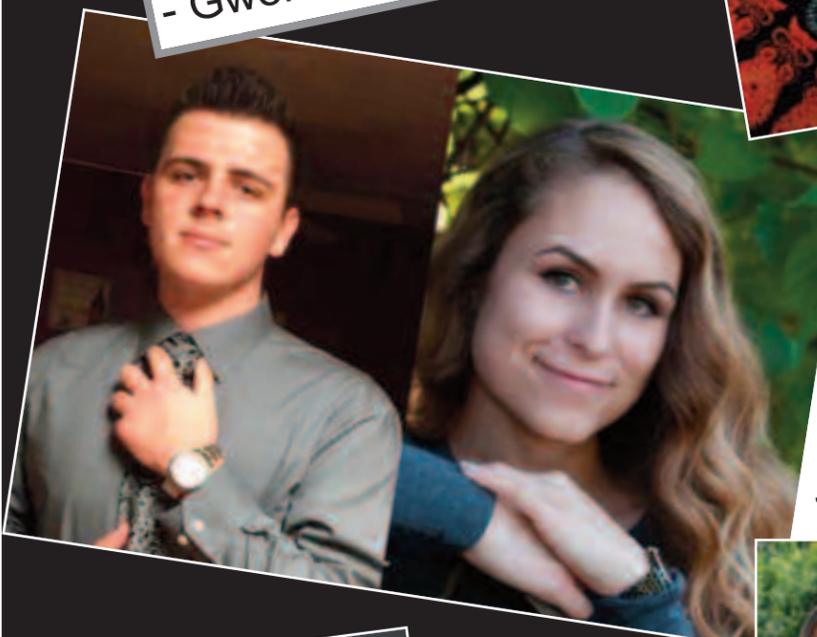
"I was sleeping in after a wild night of watching Netflix alone." - Kaylyn Morse

"I had to stop and get gas." - Gwendolyn Ruescher

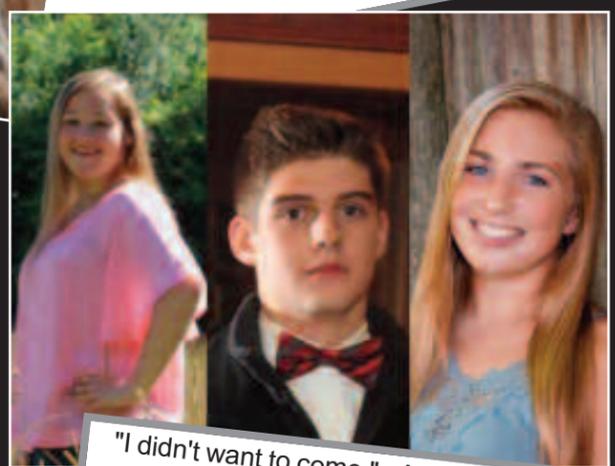


"I fell asleep in the shower." - Brandon Hayes

"My sister was late." - Alyssa Noel



"I got my car taken away and couldn't find a ride." - Austin Collins



"I didn't want to come." - Autumn Guilmette

"I got lost." - Andrew Spencer

"I got stuck behind slow drivers." - Amber Sicard

April Fool's Pranks

Colchester High School's students' best pranks



Tia Valiquette-Martin

I prank called a restaurant, ordered a bunch of food, and never showed up to pick it up.



Delia Sanborn

I took my dad's aftershave and switched it with rubbing alcohol. He flipped out when he put it on his face and it burned.



Dylan Davison

I dumped a bucket of ice water all over my brother while he was sleeping. I also put Saran Wrap on his door. When he tried to run to the bathroom he got clothes lined by the Saran Wrap.



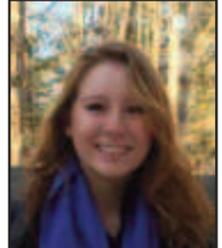
Kristen Winchester

I put shredded paper in the air vents in my dad's car. I was supposed to turn the heat on when we were both in the car, but I forgot. He found out and turned the heat on just for fun.



Mr. Cannizzaro

For April Fool's Day when i was a kid, my sisters used makeup to give me a fake black eye. It looked so real.



Maddy Schroeder

I put maple syrup in my sister's shampoo and conditioner bottles. She was pretty mad when her hair got super sticky.

Vegetarian life at CHS

by Aly Lynch

Growing up, I always admired vegetarians but never thought I could be one claiming, "I love bacon too much". Now, a junior in high school, I've been one for a little over a year and have never felt better. Not only are there health benefits of cutting down on the consumption of meat, but the moral and environmental benefits are astounding.

Whether it is conscious or not, there are many implications of eating meat. I understand that not everyone necessarily feels the way that I feel about it, but they always bothered me. Many people are unaware, or turn their heads to the terrible treatment of animals while they are held. The mass production food industry especially, takes little to no account



Vegetarian pasta



Vegetarian salad

for the animals they plan on consuming. In addition, the meat industry accounts for a large percentage of greenhouse gases that are incredibly harmful to the environment and lessening the demand for that is helpful in keeping the planet healthy.

How food gets on a plate is important, but so is the quality and nutrition of the food. A big criticism I've always gotten is about protein. Many seem to be under the misconception that meat is the only main source of protein, however that is just not the case.

Dairy, if one choose to eat it, has a decent amount of protein, that combined with things like lentils, beans, quinoa, nuts, etc. make it more than manageable. It does take a little effort to be a healthy vegetarian and have a bal-



Photo taken by Aly Lynch

A student's lunch of a vegetarian sandwich, pasta salad, chips, carrots, and a water.

anced diet, but can be done and gets easier as one goes.

For vegetarians at CHS, there are more options than one might think. In the lunch line, there are veggie burgers, vegetarian sandwiches, endless fruits and vegetables, the salad bar which also has tofu, and the infamous pizza day. There is plenty to sustain vegetarian students; however, there could always be more variety.

Food Service Director and health advocate, Steve Davis explains that the reason there isn't more options is because there is "not enough demand". Since the food service can only buy in bulk, there needs to be demand for the food or else it is a waste of money. Davis says all it would take is five vegetarians a day in order for it to be economical.

In addition, suggesting something along the lines of a community or club

that come together would help establish credibility and make it easier to supply more options. If there was an assured source of income, there is even room for an all separate vegetarian menu as long as there is commitment to it. The problem is that there is more demand than one would think, however, people just aren't coming forward and expressing it.

Davis' advice for vegetarians and non meat eaters is to come together and to collaborate with him and the food service. He explains the issue that "kids don't come and talk" and express their concerns and rather just bring lunch. Davis would be more than happy to cater to all of our non meat eating needs, and the club wouldn't have to be a huge commitment, just a place to talk and move the lunch program forward.

Winning Essay: My Responsibility to America

VFW Award Winning Essay
by Ryan Arel

As a child, we are often hidden from the world. We appreciate the fact that we rarely hear about the bad things in life. I was this way as well, for as long as I can remember. The thought of conflict was just a figment of my imagination. Growing up, it didn't seem to affect me or anyone that I knew to any measurable extent.

In 1789, our US Constitution was ratified, and in 1791, our first ten amendments as well. The fundamentals of our nation established hundreds of years ago called for all of us to pay our taxes, and by 1920 for every citizen to vote. However, in this nation, with its complex issues, our responsibilities as citizens go much further than this.

One winter day, my legion baseball team and I took a trip to a local veterans hospital, to hand out gifts to our veterans during the holiday season. Most of these particular veterans served in Cold War proxy wars of Vietnam and Korea. We walked around, from one beige painted room to the next, and I heard many stories of lost friends and lost families; all things I would have considered terrible in my own life. It dawned on me I didn't know a thing about these conflicts these veterans had fought in. Not a battle, not a date.

I wonder how much different that day would have gone if I had known just a little bit about our nation's history. I wonder how much more thoughtful my responses would've been when that Vietnam veteran had been telling me about the fall of Saigon; but at the time, I had no idea what he meant. I had no idea what his fellow marines had died for in that war. I had no idea where Vietnam even was. That day, those men looked to us, the youth, as people to open up to and talk to, and to try and better understand why they had gone through what they went through; and we stared back with blank faces. Looking back, that was unacceptable. Twenty two servicemen a day are said to be taking their own lives for PTSD; and most of us could not even tell you why.

We live in a complex world, with complex issues, and as an American, it is my duty to understand the world we live in to the best of my ability. I realized that day at that hospital, and every day thereafter, that my responsibility to America was not to crave the ignorance, but to combat it.

I understand that ignorance is bliss to many of the people in this great nation. It's

often much easier to hide from the truth than to face it. However, we are all "E pluribus unum"; out of many, one. In order to live up to this motto, we must all understand as much as we can about this country. No matter our ethnicity, our childhood, or our past, we must all do our best to form opinions based on facts and research. It is not always our opinions that divide us; rather, it is often the harsh biases we create.

With this, our nation was based on diversity; diversity of ideas, of religion, and values. Our country's fight is not solely against religion, bias, guns, or gender. In 1620, Pilgrims came to America in search of religious freedom. In the 1980s, Reagan stated, "Gorbachev, tear down this wall," to help those unlike each other to coexist once again, as they once had. Unfortunately, these diversities scare us. My responsibility to America is to do my best to embrace our differences. To invite those who are not like the majority, instead of turning them away. We spent years as a country struggling, and Lincoln's words, "our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal," should not be ignored. We have arguably continued to forget this fact, and it is my responsibility, as well as those who grow up with me, to keep this message alive. It is my responsibility to put aside the minuscule distinctions between me and others. As Martin Luther King Jr. once said, we must all truly judge people not by the color of their skin, but by the content of their character.

My responsibility to America will help me make sensible decisions about the words I chose, the actions I take, and help me cleanse myself of my prejudices as best as I can, as we all should. We all must understand the world we live, and understand that diversity helps us grow, and should never be feared. We must educate ourselves on our history to better understand those who saw it happen, and better understand the lessons of the past, to apply them to our lives today. John F. Kennedy was right. With this nation's struggles, it is time for all of us to ask what we can do for our country; because we are out of many, one; and we must act so every day.

Mrs. Cohen awarded Fulbright Grant

by Chloe Bullock

Mrs. Cohen, a humanities teacher, has been given the opportunity of a lifetime. Next year, she will be traveling around Norway teaching students and teachers about aspects of American culture and education. As a Roving Scholar in American Studies, Mrs. Cohen will be given the chance to interact with students from over one hundred schools.

The application required Mrs. Cohen to write a personal statement and design twelve workshop proposals. Some of the workshops she has proposed are the American National Parks System, the Civil Rights Movement, the American Dream, and the 2016 election. The American Dream workshop is very similar to what students study in 10th Grade American Experience. The 2016 election workshop is focused on the political revolution started by Bernie Sanders. Mrs. Cohen believes that this one will be of interest to Norwegians

"It's a more socialized country. They're going to be interested in the idea of a democratic socialist having run for president in this country."

The opportunity to chal-

lenge herself in so many ways is what's motivating Mrs. Cohen to take on this experience. She is excited by the possibility of having her ideas challenged.

"I can't wait to have my assumptions about what good education is challenged a little. It'll push me to reconsider what it looks like to be a good teacher and what it looks like to be a good global citizen. That'll just make me a more well rounded person. That's the ultimate goal, to learn something about yourself and about the world through every experience that you seek."

Four or five days a week Mrs. Cohen will be visiting schools. On the days she's not teaching, Mrs. Cohen is looking forward to exploring the unique landscape of Norway. She hopes to take full advantage of her European experience and is especially excited about Norway being the birthplace of skiing. Mrs. Cohen hopes to see how Norwegian values and appreciation of nature show up in their education.

Mrs. Cohen's most valuable experiences during this trip will be in the many classrooms across Norway. Her main personal research objective is to learn how Norwegian high

schools are meeting all of their students' needs through personalized learning. This is information she can bring back to CHS to help both students and teachers. Norway has a wide range of school settings. Some schools are located in big cities and are very large, while others are located in very rural areas and are quite small. This is exciting to Mrs. Cohen because she'll get to see how teachers provide high quality education in a variety of school settings.

One aspect of the trip that Mrs. Cohen is especially excited for is being able to answer the questions of Norwegian students have about what it's like to be teenager and a student in the United States. She hopes to be able to connect Norwegian students and CHS students via Skype.

While there are many exciting things about this experience, Mrs. Cohen says that she is going to miss the ability to form relationships with student and faculty.

"The hardest part about this job is going to be that I'm in and out of schools in one day. I won't have any relationships with kids or faculty members at schools for an entire year and that's going to be really hard."

Mrs. Cohen knows not having relationships with students and faculty will be a challenge, but she's willing to step out of her comfort zone to better herself as a teacher.

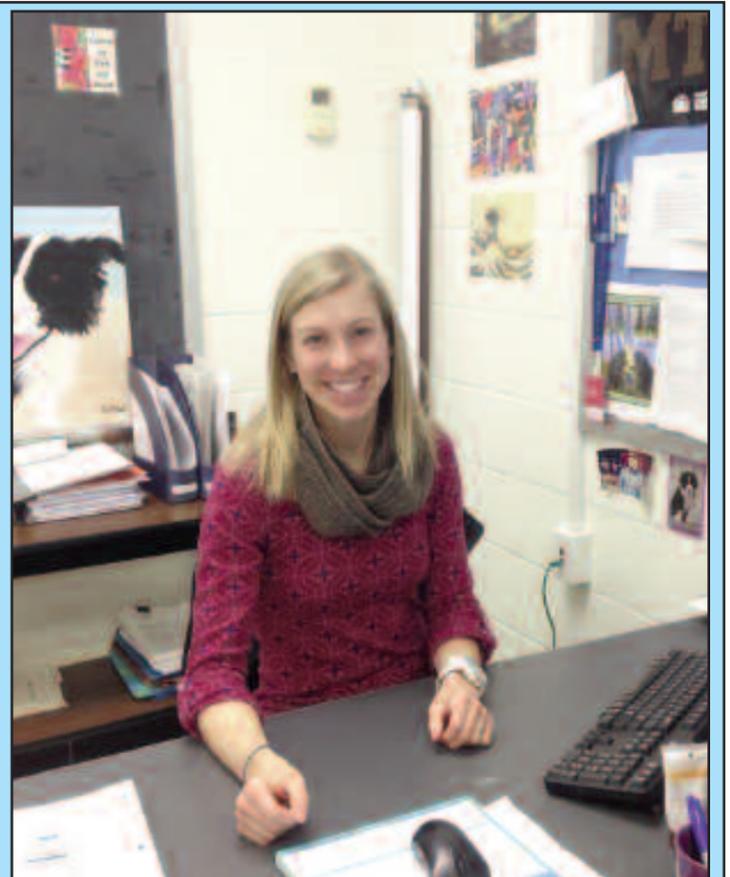


Photo by Chloe Bullock

Mrs. Cohen is very excited to take in all the new experience Norway will have to offer.

Buckets & Booms take the 'ship

by Oliver Paradee

Colchester High School hosts an intramural volleyball tournament each year. Students and faculty are encouraged to create their own teams and design their own uniforms. This tournament has been going for 11 years and is organized by CHS humanities teacher Mr. McCannell.

It originated from a student's Senior Seminar project on the importance of intramural sports and extra curricular activities in a school. McCannell figured they would attempt to add

an intramural option to the list of CHS athletics, and volleyball was the student's number one choice, followed by ultimate frisbee and wiffleball. The first tournament had just 9 teams but the popularity of the annual event soared, 30 teams were involved the third year.

This year over 200 members of the CHS community participated spread across 28 teams. Many of the participants were filled with disappointment after 2 days and over 20 total games were cancelled due to the back to back snow days on March 14th and 15th. These games were the last games of the

regular season and could have determined the playoff seeding. But, the games could not be made up and the regular season was cut short.

The playoffs took place on the next day and ended with an exciting championship finish. Senior team "Buckets and Booms" defeated junior team "The Notorious D.I.G." in the final game of the tournament. Buckets and Booms

"Playing with your friends and being able to make your own team, it's fun."

-Shane Grant, Buckets and Booms

with a championship.

"Playing with your friends and being able to make your own team, it's fun", Shane Grant of Buckets and Booms said.

Grant was not the only one who felt this way, if anyone is asked who has participated in the tournament, this is what the majority of them enjoyed about it. The option to compete against classmates and teachers, create your own team name and design a uniform is highly anticipated amongst the community.

consisted of 7 seniors; Ben Turner, Charlie Powell, Jordan Bell, Thomas Meadows, Shane Grant, Joey Giroux, and Matt Hesford. The seniors went out on a high note, finishing their high school volleyball careers



Lakeside Voice photo

The 11th Annual Volleyball Tournament concluded recently with the winning team, Buckets and Booms signing the "Golden Volleyball".

Hallway do's and don'ts

by Jacob Newsome

Everyone hates running into people in the hallway. No matter where you're going in this school there is always that person that is on their phone not paying attention just waiting to run into someone. And in between classes people seem to wander to the wrong side of the hall where they almost always get taken out. It's time to stop. This age of mindless wanderers has to come to an end.

Things can be done to put an end to the tyranny. For example texting lanes could be added in the school similar to what Utah Valley University did. These texting lanes are designed for people who are constantly glued to their phones and not paying attention. This provides a space for them to travel without holding up people and or hurting people. The only problem with this idea is that our hallways at CHS are not very big. Adding an extra lane to our hallways would make them feel very cramped and leave very little room.

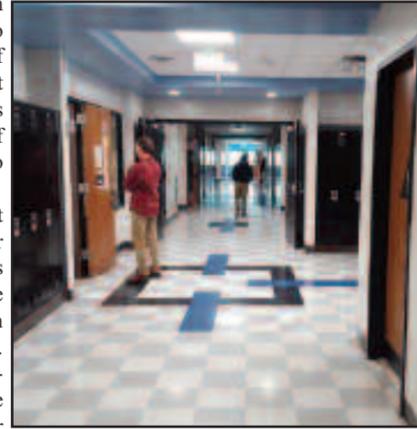


Photo by Jacob Newsome

Many different activities go on in the hallways at CHS.

Another big problem with the school hallways is kids leaving class to roam around.

Mr. Ellingson, a long time employee at CHS says that it is the teacher's fault for giving students too much freedom during class. "More freedom allows for more time in the hallway making it more of a place to socialize rather than get to class."

This freedom allows kids to use the hallway as a lounge. Basically every hallway you walk down there are kids standing on the wall, sitting on the floor, or even laying in the middle of the hallway. "When AT was first created, the restricted hallways during that period worked well at first, but then it kind of lost its teeth." Ellingson says.

AT is the thirty minute block between 1st mod and 2nd mod. The hallway restrictions were meant to keep students in the room for special announcements and news. Since then that "rule" has been basically forgotten. Unless this rule is enforced, tripping over students in the hallway will continue to be a regular thing.

Car culture at CHS

by Spencer Trahan

Car culture is based around modifying cars to what the owner wants. Some people see cars as just a form of transportation, but other people see it as so much more than that. People have an interest in modifying their cars because there are so many things that one can personalize. It's hard to explain why people do it, people just do it because it's fun and interesting.

There are countless things that can be done to a car ranging from different wheels, exhaust, engine parts, body modifications, suspension, interior, sound, engine swaps, and so on. People typically put their cars in categories based on their builds. For example, daily car, street car, drift car, drag car, stance car, off road, show car, and track cars are all examples of what people modify their cars to be.

Car culture has been around since the 1950's and seen a lot today being many different types of car groups and modifications.

There were many innovations in design and safety and the 50's gave birth to many highly prized classic cars. Ever since the 50's, car culture continued and is growing more and more.

Today, we see many different types of classic and modified, cars from different countries such as America, Japan, Germany, Australia, and so on. Car culture has changed society in many positive ways being that they can serve as a form of transportation, but also can be a form entertainment for many.

The majority of upper classmen at CHS drive and own a personal car. Car culture does play a role

at CHS from a handful of student car owners.

For example, senior Will Holmes has a Volkswagen Jetta with a custom exhaust consisting of a down pipe and a straight pipe. Senior Luke Sheridan has a Ford F-150 with an aftermarket exhaust and aftermarket wheels and tires. My personal car is a Subaru Impreza with aftermarket headers, custom exhaust and other small modifications such as mud flaps, fog lights and seats. There is a variety of different cars seen at CHS some being modified cars, trucks or just your everyday car.



Photo by Spencer Trahan

One example of modified car is this Subaru Impreza.

Soldiers visit International Politics Classes

contributed by Mr. Price

Students in Mr. Price's International Politics/UN classes had two US soldiers- one who is still serving and one US veteran - visit classes again in March.

Staff Sgt. Shawn Forbes a current US Army Soldier from California who participated in two tours of duty to Iraq (2004-2005 & 2007-2006) and one tour of duty to Afghanistan in 2010, spoke to the classes about his experiences from his enlistment through his time in Falluja and then

Mosul in Northern Iraq, Baghdad and Afghanistan. It was a powerful and complicated learning experience for the students.

Sgt. Gary Jackson, a US veteran from Colchester, Vermont was also able to visit one of the classes. Sgt. Jackson- who served in the military from the late 1980's through the Persian Gulf War 1990-1991, who earned a Purple Heart for our country during the US - Iraq conflict in 2004 spoke. He has visited CHS in previous years, and according to Price, "We were honored to host him again and look forward to having him come back soon."

THE BEST OF FRIENDS



Photo taken by Aly Lynch

Myla Jacobs and Victoria Creammer (both grade 10)



Photo taken by Aly Lynch

Thomas Colgrove and Ethan Goedken (both grade 11)



Photo provided by Bella Lopez

Bailey Luter, Renee Brouillette, Elysia Way, Bella Lopez, Anna Eaton, Nathalee Garen, Morgan Eaton, Kristian Labrie, Grace Carroll and Jonny Barden (all grade 11)



Photo taken by Aly Lynch

Becca Manley (grade 9) and Addy Kalmer (grade 11)



Photo taken by Aly Lynch

Olivia Rosato, Matthew Layton and Brooke Marcotte (all grade 11)

by Oliver Paradee

Now that multiple successful winter sports seasons have wrapped up, and the snow has melted, spring sports are upon us. Many of last year's spring athletes have graduated and moved on from high school sports. But even after the loss of countless key teammates, the goals and expectations our spring athletes have for their teams are still to finish on top. Make sure to come support our teams at both their home and away games, some of the upcoming home games are listed below.

Varsity Baseball/ Varsity Softball
 Tue 5/2 Milton 4:30
 Thu 5/4 Middlebury 4:30
 Thu 5/11 Essex 4:30
 Tue 5/16 South Burlington 4:30

Boys Lacrosse (Varsity/JV)
 Fri 5/5 BFA St. Albans 4:00/ 5:30
 Wed 5/10 Mt. Mansfield 4:00/ 5:30
 Wed 5/17 Spaulding 4:00/ 5:30

Girls Lacrosse (Varsity/JV)
 Tue 5/9 BFA St. Albans 4:30/ 6:00
 Thu 5/11 Chelsea 4:30/ 6:00
 Sat 5/22 Spaulding 11/12:30

Girls Tennis
 Thu 5/4 South Burlington 3:30
 Sat 5/6 Rice 2:00
 Thu 5/11 CVU 3:30
 Tue 5/16 Stowe 3:30
 Sat 5/20 BHS 10:00

Boys Tennis
 Tue 5/2 Stowe 3:30
 Mon 5/8 Harwood 3:30
 Sat 5/13 Essex 10:00
 Thu 5/18 St. Johnsbury 3:30

Track & Field
 Mon 5/8 CHS 3:30

The Varsity Softball team is hoping for some redemption this year after their close extra innings loss in the semifinals last season.

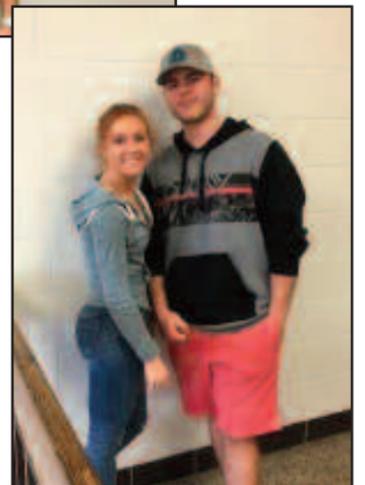


Spring Outlook

"I expect to win the 'ship."
 - Alex O'Connell
 (Baseball)



"I want to get a hole in one." - Lynneah Rabidoux
 (Girls' Golf)
 "I want to score a 40" -
 Brandon Hayes
 (Boys' Golf)



"I expect to improve from last year."
 - Ben Turner
 (Boys' Lacrosse)

VARIETY NIGHT IMAGES



Juniors crowned

by Margaret Chase
Photos by VT Sports Images

The fourth annual Variety Night was an exciting one. For this year's 20-25 minute skits, the theme was Elvis.

The prop requirements were a rainbow clown wig and a broom. The lines actors had to say were "These pretzels are making me thirsty," and "You ain't no friend of mine."

There were an array of awards including, 1st place, 2nd place, Best Dance, Best Actor, Best Technical Design. There were also Judges Choice awards and a Producer's Choice award.

For a second year in a row the juniors, class of 2018, took home first place. They also received Best Dance, Best Actor (Jacob Dell), and Best Technical Design. With their special addition of a pit band they were able to receive one of the Judges' Choice awards.

The seniors, class of 2017, were the runners up this year receiving second place also with a Judges' Choice award for Nathalie Stapleton's as the narrator and the Producers Choice (Sawyer Loftus and Matt Lachance).

The best Elvis of them all went to the sophomore class with Dylan Roberge who was able to not only look like Elvis, but sound and act like him, also.

Overall, variety night was a huge success. The Masters of Ceremony this year were Mr. Dean, Mr. Scheuch, Mr. McClintock, and Ms. deLaricheliere.