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EAGLE'S EYE

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William G. Enloe High School

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Midterm Myths Dispelled

BY KATIE MCNEIRNEY

The rumors flew. "No midterms this year!" whispered students excitedly. As much as that would please students, only the days dedicated solely to midterms have been abolished.

No longer will there be a full week dedicated solely to midterms, with two tests per day and an early release. Instead, teachers may schedule exams as they wish during regular class time similar to last year's final exam schedule.

This midterm schedule is designed to maximize instructional time. In 2007, all of the North Carolina End-of-Course tests were extended to two hours and fifteen minutes. If the usual final exam schedule had been kept, with two exams per day, the school would have been required to serve lunch to students.

Therefore, a week was allocated solely for E.O.C. tests, with students taking a maximum of one test per day. Another week for the traditional midterm schedule could have been carved out, but then teachers would have lost instructional time. AP classes would have had a serious time crunch- the AP exam schedule does not change and teachers would have to speed through material.

The administration decided to allow teachers to schedule their own midterms, whether a group project, a normal test, or perhaps even a multiple-part test stretched over a few forty-five minute period.

This new exam schedule puts Enloe more in line with the schedules of other Wake County high schools. But Enloe is still the only school that still operates with an eight-period day. So while any other Wake County high-school student gets a full hour-and-a-half to take their midterm exam, an Enloe student only gets forty-five, if the exam spans just one day. Even if the test does run for more than one day, it is not the same experience as a full, two-hour exam.

Midterms are often used as a 'practice' final exam or E.O.C. Test. This year's freshman class may have their first two-hour test determining their final grade. In the past, students benefited from the opportunity to practice such a long test during midterms.

Because Enloe doesn't operate
Continued on Page 2



Seniors Archita Golwala and Chris Burns wait to donate blood.

The blood drive, sponsored by Enloe's Medical Bioscience Academy, was held on Tuesday, October 2.

Beneath the Surface: A Response to Enloe's Gang Issues

BY HOLLY KING

Wake County has recently been suffering from a more pronounced gang problem. Confrontations at sporting events and general school activities have led to significant increases in security.

According to the Wake County Gang Prevention Partnership, local law enforcement estimates that there are at least 2,000 validated gang members in Wake County and at least 12 primary street gangs, most of which are "youth gangs." Youth gangs are comprised primarily of members at or below the age of 24 years. Members typically "age out" of the gang with no further expectation of involvement, so gangs must continue to recruit younger members for their gangs to survive. This means that not only are high school students being recruited, but there is evidence of gang activity in elementary and middle schools.

Youth gang members are responsible for a wide range of crimes against persons and property throughout the county, including murder, aggravated assault, and sale and distribution of illegal drugs. Although gang-specific crime data are not available, local

law enforcement found that most robbery suspects and victims were 25 years of age or younger, which fits within the age range of the county's gang members. Local gang unit officers estimate that of those robberies committed by youth between the ages of 15 and 25 years of age, half were gang-involved. The number of robberies committed by suspects ages 25 years or younger has increased significantly from 2006 to 2007.

So where does Enloe fit in this not-so-pretty picture? In a better place than most, actually. Enloe is located, physically, in a part of Raleigh where "Bloods" predominate and where very few other gangs have significant numbers. This physical distribution contributes to fewer open confrontations between gangs in school. If there is not a rival gang to fight, then there is no need for commotion.

Enloe acknowledges that any gang activity is distressing, and that is why there is no leniency for students who participate in gangs. According to Mr. Livengood, the Assistant Principal for AP Curriculum and Instruction, Enloe follows the Wake County policy when dealing with gangs. Students are given a warning every year in the

student handbook. However, if illustrations of gang symbols or hand signals in the hallways are witnessed, the student in question is then suspended for two days. A further offense results in a ten day suspension with a recommendation for long-term suspension.

Only a portion of Enloe's student population knows about gang activity in the area and throughout Wake County. In Enloe's case, this can either be attributed to a successful strategy to keep gang activity low or a lack of informed awareness on the issue.

Enloe's strategy in tackling the gang problem has been prevention. Faculty and staff are educated on the situation and told to be aware of what goes on in their classrooms and in the halls. This puts the burden of protection on teachers and the administration in an effort to ease the minds of students. There has been no formal assembly or seminar for students simply because it has been deemed unnecessary. "We don't want students to feel frightened and report false alarms because they think they see something, when it's really nothing at all," said Mr. Livengood.

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Graduation Requirements Steeper for 2010, 2011

BY BRENNY YELLIN

The graduating classes of 2010 and 2011 will have to meet a requirement to graduate that no other Enloe graduating years have had to meet before. As of last year the State of North Carolina voted on a mandatory graduation requirement for high school students, completion a graduation project. Ms. Tolomeo, Enloe's Magnet Program Coordinator and a teacher of Freshman Seminar during the summer, describes the project as, "A culminating activity. It demonstrates what [the students] have learned."

While the graduation project is new to Enloe, the project was originally started in 1982. Other schools in North Carolina and throughout the nation already have this project as a requirement. For example, students at Southeast Raleigh High School have been completing a graduation project since the school began.

The graduation project consists of the four P's: a paper, a product, a portfolio, and a presentation. As freshmen, students must pick a topic in which they are interested, have an opinion and which they can research.

Success on the graduation project is largely affected by a mentor who is selected. The mentor, a citizen from the community with an expertise in the chosen topic, is there to guide and assist the student with the project but is restricted from actually completing the project for the student.

The student must then complete a research paper. This paper needs to include facts researched and must show the student's bias or opinion on the subject. The paper requires a minimum of eight pages written in MLA format.

After completing the paper, the next step in the project is choosing a product which may be within one of the three main categories of products: career exploration, hobbies, and humanitarian services.

Throughout the duration of the project a portfolio of student research, forms and rough drafts will be compiled and maintained.

Following completion of the
Continued on Page 2

Election Results:**Freshman****Student Council**

On Monday, October 1, the class of 2011 voted in their first Enloe Student Council Election. Here are the results:

President:

Claire Zeng

Vice President:

Claire McLoughlin

Senators:

Rashi Vora, Neelam Patel,
Ranequa Richardson

Advisory Council:

Shajuti Hossain, Alex Li,
Rebecca Lineberry, Kimbria
McCargo, John Rosser, Yasamin
Sanii, Kimberly Yao

Graduation Project

Continued from page 1

first three P's, the presentation is the final requirement. Teachers randomly selected from the school form a panel and critique the presenter on articulation, mastery of subject and ability to demonstrate overall knowledge.

Because the project is designed to be school wide, all teachers are mandated to participate in grading papers and presentations. Students may turn to any teacher for guidance, especially their homeroom teacher during the 20 minute homeroom each Monday for that purpose.

The graduation project seems to add stress to many students who already carry a heavy academic burden. Freshman Tegan George relates, "It's going to be challenging." While fellow freshman students question the usefulness of the Graduation Project.

According to Ms. Tolemeo, high school graduates' development of "21st century skills" is a critical factor for the implementation of this project. Such skills include time management, public speaking, and organization. The school board and administration believe the graduation project will prepare students for future jobs that are not created yet by insuring the fundamentals early.

Though some freshmen agree that the skills being taught are important, the many complain that the graduation project requires too much mastery in too many areas. Haley Gilroy, a freshman, says, "I'm sure it'll help us learn about a topic we care about. I understand why [they ask us to do it], but why so much? Even if you're a straight A student, you could be held back."

Regardless of the unwillingness of students to get excited about the project the fact remains that in order to graduate, it must be completed by the end of senior year. Ms. Tolomeo, her advice to freshmen is, "Be positive and look at it as an opportunity to learn about something new."

Bell Schedule

Period	Begin	End	Length
0	6:40	7:24	44 min
1	7:30	8:12	42 min
2	8:18	9:00	42 min
Homeroom	9:06	9:26	20 min
3	9:32	10:14	42 min
4	10:20	11:02	42 min
5	11:08	11:51	43 min
6	11:57	12:39	42 min
7	12:45	1:27	42 min
8	1:33	2:15	42 min
9	2:21	3:05	44 min

The school day starts a bit earlier for some students, as they participate in classes during the "Zero" period.

Students also now linger after school for reasons other than missing their bus or having ASD if they choose to stay in school for the extended day Ninth period.

What's New at Enloe

Six minutes may seem like a long time between classes, but the reduction in class change time from seven minutes to six appeared to cause stress.

Especially during the first few days of school, for some students, six minutes to make it from the third floor to the pods was not enough.

The central staircase in the newer wing of Enloe received its first load of students this year, relieving some crowding and congestion issues in the rest of the building. However, the stairs still are not reliable; just last week they were again closed to student access.

The stairs, closed, again

**Gangs**

Continued from Page 1

Gang activity may be the obvious problem that the county, and Enloe, are tackling, but the roots of the dilemma run much deeper. The magnet program was instituted as an attempt to integrate students in school, balancing the numbers of students from lower socio-economic circumstances and those from middle to upper class suburbs. While this integration attracted phenomenal programs and did integrate students, the magnet plan has not been able to overcome the social barriers that exist between socio-economic groups and races.

Students from the base community come eagerly to Enloe. While many succeed academically and go on to pursue their true passions, whether that is dance or drama or art or any number of pursuits, there is a significant faction that remains cemented in the struggles of academics. If that student cannot succeed in academics, then they are restricted from their passion, and may turn to other activities to fill their needs for friendships, belonging and involvement.

It is this underlying issue that is the true fuel for youth gangs in the community surrounding Enloe and in Wake County.

For elaboration on information given in this articles, please go to (<http://www.wakegov.com/humanservices/partnerships/gangprevention/default.htm>)

The News In Brief**Enloe News for You to Know**

BY NATE JEYAKARAN

Mechanical Fire Threatens Enloe

On Friday, September 21, the fire alarm sounded just a few minutes before the first bell was scheduled to ring, and students were rushed to a safe distance from the school building by fast acting teachers and administrators.

Upon investigating the source of the alarm, administrators discovered that a short circuit in the main intercom panel in room 707 had filled the room with smoke, and the fire department was notified that this was not a false alarm. After the

fire department arrived and the situation was cleared up, students were allowed to move back into the building, and school began as normal, if a little late.

There is always a risk for unexpected events like this, but fortunately this time the administrators and students understood the procedure and were able to handle the situation properly.

In the future, everyone should keep in mind that however infrequent they are, real emergencies do occur, and emergency protocols should always be followed when the alarm sounds.

PTSA Scholarship Recipient

Last year, Enloe student Daniel Eckert received a \$1000 dollar scholarship from the PTSA. Enloe's Parent Teacher Student Association annually awards this scholarship to one of its student members. This annual award is given to one graduating senior who demonstrated the character traits emphasized by WCPSS' char-

acter education curriculum.

The PTSA recently voted to increase the scholarship amount to a total of \$2000 dollars.

Any seniors planning to continue their education beyond high school in trade school, two-year college, four-year college, or university will be able to pick up applications through Student Services beginning December 3rd.

These applications will be due April 10th. Applicants must be PTSA members prior to the end of the first semester to be eligible.

Midterms

Continued from Page 1

ate on a block schedule, students are still responsible for seven classes a day, whether they have a midterm in one class or not. Like during the school year, students could have end-of-semester projects, essays, and a multiple-choice test over just a few days, all worth much more than a regular test. Although tests should adhere to department testing days, projects and presentations may not.

Another restriction of the forty-five minute period is that students do not have an opportunity to have a 'practice' final exam or E.O.C. test. This applies mainly to this year's freshman class, who may not have ever taken a two-hour test before. Teachers found it beneficial for students to have the opportunity to practice such a long test, without a 24-hour break.

Also, midterms have moved to before winter break. While this gives students less time to study and work on projects, it also means they are truly free during the holidays.

This year's final exam schedule is still being tweaked. Currently, the schedule remains the same as May 2007, with eight days for E.O.C. tests, and teachers scheduling the rest.

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the Eagle's Eye

the *Eagles' Eye* seeks to deliver news in a student-friendly manner while challenging readers to expand their minds and question their opinions.

The *Eagle's Eye* is the student-produced newspaper published six times per year by the Newsmagazine elective at Enloe High School.

Check us out on the web at <http://enloehs.wcpss.net/eagleseye>

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In the Blink of an Eye

BY HOLLY KING

The average B-movie teen flick usually depicts the quintessential high school – the one with the packed stadiums for the football games, the school dances that no one misses out on and the genuinely enthusiastic student body. School was intended to be not only an institution of learning but also the ultimate social opportunity.

But ever since the concepts of class rank and GPA competition have been introduced, the social aspect of school has all but disappeared.

Even from my freshman year, when it was still unthinkable to take an AP class so early, school spirit was low. Transferring from middle school, I imagined homecoming week would be intense, a week full of spirit, ruckus and general merriment. By the end of the week, it was apparent that this was not the case. The homecoming pep rally was something to joke about with your friends, not to raise school spirit before the big game. The phrase "It's high school; you just get the grades and get out," was something I heard everywhere.

Now, more than ever, people are drowning in the GPA competition. It is not uncommon to see freshmen in the AP classes

or in the most advanced math. It is not a "class personality" situation, either. I know seniors who have six or seven AP courses in a day. I thought senior year was supposed to be about relaxing a bit and focusing on college applications, not upping the ante in your schedule.

Enloe is a treasure trove of unique and interesting classes. Whole Body Wellness, one of my favorite classes of the day, is relaxing and interesting. But it is only offered as an academic course. This, and this factor alone, deterred much of the student body from taking the class. Since when does the GPA level of a class mean more than the enrichment it gives you? In this generation, that concept is fact.

We may joke that high school is like a prison, and graduation is our way out, but it shouldn't be that way. Waking up early in the morning isn't always going to be great, but high school should be time for exploration and fun, not just climbing the class rank records. You'll never get these years back, and I know I want to remember something more than the huge homework assignments I did for one class or another. I want to remember high school the way it is meant to be remembered.



PHOTO COURTESY OF HOLLY KING

Keep it Clean, or at Least Covered!

BY KATIE MCNEIRNEY

Every year, I am struck by the wide variety of styles at Enloe. Yet of all the styles and fads I encounter, I only have an issue with one trend that can affect any style: overexposure.

No, not like when a picture is developed and the colors are washed out. I'm talking about an overexposure of the body.

The origin of the problem could be the weather. Perhaps while waiting in the bus loop in nearly 100° sun, smothered by backpacks and humidity, delusional with thirst, one girl makes a vow. Tomorrow, she will wear as little clothing as possible, in order to escape the heat.

Most girls just buy the clothes, without taking dress code into account. While I'm not an advocate of a strict dress code, I do believe that it should be enforced, to some degree. Just as officers don't arrest drivers for going fifty in a forty-five mile-per-hour zone, dress code enforcement needs to have some flexibility. It's impractical to think that every spaghetti strap will be punished. However, serious infringements should be.

Along with infringing on the school board's policies, most clothes don't fit normal people like they do fashion models. While students may intend to impress, 'fash-



Students' hemlines inch higher and higher...

ionable' clothing sometimes ends up disturbing, especially when people are squished together in the halls.

It's not only shirts that seem to be shrinking. Hem lines are separated from belt loops by an increasingly smaller distance. Even just retrieving books from a bottom locker can be a challenge for a girl in a miniskirt. As winter approaches, hopefully a drop in temperature will be accompanied by a drop in hem lines. But for now, here's a general rule: when dressing in the morning, please check that your underwear (or what your underwear allegedly covers) is not showing outside the chosen pair of shorts. Find new ways of looking put-together and stylish without looking like a stripper or a clown.

So exercise some modesty, girls, for your fellow student's sake. Although barely-there tops and booty shorts may be all the rage on the runway, they tend to look ridiculous in every day life. Overexposure can be degrading, disturbing, and detrimental. And let's face it: some things are better left to the imagination.

PHOTO BY KATIE MCNEIRNEY

Role of the Newspaper

Should the school newspaper inform students about the social "underground" stories within our community?

87% Yes

13% No

Should the Eagle's Eye include stories that may be considered socially controversial?

58.8% Yes 0% No

41.2% Depends on the subject matter

The main reason for reading the school newspaper is...

60% School News

28.2% Entertainment

5.9% Sports

5.9% Other

Brunch at Lunch

BY NICOLE BROSAN

When I first noticed an empty space next to the number four on my schedule, I wasn't exactly thrilled with the thought of an early ten o' clock "brunch" everyday. After having three years of relatively "lunch friendly" periods, the beginning of this year came as a real let down.

Aside from the obvious problem that not many people are really hungry at ten in the morning, with four extra periods strung together, the end of the day is far from sight.

The justification for the introduction of the fourth lunch period is due to the influx of too many students. With three lunches, every student can fit in the cafeteria or eat outside, but no one can eat in the West Gym lobby due to trash build up. I find this answer completely inexcusable. Why should an entire school be punished for what a group of childish slobs, in-

capable of using a trash can did? My friends and I never threw our "left-over's" on the floor, and yet, why do we have to sit outside in the early hours of the day just because some people were too lazy to pick up after themselves?

Of course, it's hard to say whether it would be possible to get a reasonable lunch hour along with all the classes I originally re-

quested. But still, as one of the few seniors in fourth period, it's hard to get used to the idea that going off campus will consist of getting choices off the breakfast menu. I think, as time goes on, I will definitely adjust to having the early lunch. I just hope that I'll look forward to brunch this year as much as I looked forward to having lunch the years before.



PHOTO BY JESSICA BODFORD

At 10:00 in the morning, is anyone ready for lunch?

All for the Show

BY ALEXANDRA KILPATRICK

According to *People* magazine, Paris Hilton plans to make a trip to Rwanda in November, fulfilling "her post-jail promise to help others." Hilton reportedly wants to visit countries where poverty and children's issues are major concerns. Paris's trip has people talking, bringing up the inevitable question of just what impact the actions of celebrities have on directly stimulating societal participation in charitable organizations.

Not all celebrities do charitable work merely for publicity. With her past experiences motivating her to contribute her talents to make a difference in a hurting world, Audrey Hepburn accepted her appointment as ambassador to UNICEF in 1988. After living through the German occupation as a child, she said that she was grateful for her fortune and wanted to help impoverished children. Hepburn dedicated the remainder of her life following her acting career to her work with UNICEF, becoming an ambassador so that she could really help people, not only so that she could gain publicity out of the ordeal.

Despite the popular belief that

many celebrities today appear to help with charities more for photo opportunities than for the cause itself, doesn't their work still bring attention to how the public can help with the charitable causes? The situation is not much different at Enloe. Many students here are involved in service clubs, such as Key Club. But members of these service clubs often participate in service projects for the mere satisfaction of writing their service participation on college applications. But don't the final ends justify the original means? Charities' recipients are unlikely to be concerned about the motivation behind benefactors' actions as much as they are about what they receive.

It would be nice if everyone in the world truly cared enough to do service in their communities for nothing in return, abstract or concrete. Nonetheless, I believe that the fact that so many people are helping with charities at all is good enough for now. When celebrities publicize major charities by helping, it in turn has a huge impact on the number of Americans who participate. So, wave for the camera Paris. A picture is worth a thousand persuasive words.



Hips Like Shakira

BY ALICE YEN

I can walk it out.

The room is packed with nearly 20 people. The television is on, but all that can be heard is the stereo blasting through the open window into the New York night. Rhythmic music pulses throughout the room. The room is hot and stuffy, as the air conditioning is broken, but people are dancing.

The Brooklyn lifestyle is the polar opposite of that of a southern redneck. People walk fast, talk fast, live fast. When setting up the student Key Club service exchange, I had never imagined the cultural shock that I, as a born and raised North Carolinian, would face upon arriving at the overcrowded Penn Station.

The first night, my home stay Elizabeth Gary took me to her grandmother's third-floor apartment to meet her family—her entire family. Photos of everyone in the Gary clan overlapped each other on the bright, neon-green walls throughout her apartment. I met everyone— from baby nephews to aging great-grandparents. Coming from an immediate family of only four people, I was overwhelmed by the sheer quantity of her family in that single Brooklyn apartment. What shocked me to an even greater degree was the dancing. Every night, I was told, everyone would come together and dance until the early morning hours. In my family gatherings, people get excited over winning a game of Trivial Pursuit. I felt uncomfortable and out-of-place, attempting to blend in. My scheme was soon interrupted, however, as one of the girls grabbed my arm and tried to teach me how to dance.

I don't dance. Unlike Elvis and Shakira, my hips are stationary. Trying to imitate another girl's dance moves seemed awkward and embarrassing. As the bass beat continued to pound, I shook my head awkwardly, up and down, to the music.

"Watch me, and then try," my self-proclaimed instructor suggested. I made a poor attempt at mimicking after the "motorcycle move," revving my wrists off-beat in the air but continued by mastering "walk it out." Not surprisingly, I was laughed and pointed at. But Elizabeth's grandmother clapped, smiling and granting me the much-appreciated words: "You've got rhythm!"

It was not so much about simply learning dance moves but more about seizing the opportunity to live the experience. I had left my boundaries behind. Perhaps now I would no longer be taken for just another Southern redneck.

Awaken, You Students...

BY NATE JEYAKAREN

Every year, Enloe High School celebrates its Homecoming Weekend with the traditional festivities of the football game and dance, preceded by "Spirit Week" and a pep rally. During Spirit Week, students don freaky and fantastic costumes, using their creativity as an outlet for their school spirit.

Last month, during this year's Spirit Week, several Enloe graduates returned to our school bearing gifts for their friends and former peers. First and foremost among these gifts was a letter written by the mysterious Coyotiloke, entitled "Awaken You Dreamers, Asleep at Your Desks."

This letter, a stirring example of the education Enloe offers its students, is a dramatically worded address to students, pleading with them to take advantage of the opportunities to express themselves here at our school. Coyotiloke remembers the Enloe where he spent years as "a magnet school, where you could paint your name onto the metaphorical chalkboards with a medium of original thought and perspiration and perseverance." But just as the chalkboards are being replaced in the renovation of the school, so too are these chances to express ourselves.

Coyotiloke warns in his writ-

ing that the protective measures of our watchful administrations are harming our individuality even as they seek to focus our educational experience. As radical as his words may seem, the events during Spirit Week after the letter was distributed make even that wild claim seem believable.

As the week went on, more gifts, among them animal masks, were given to the students of Enloe, but those vanished soon enough due to a ban of all masks in order to protect students from those who would harm the high school.

It cannot be doubted that both resentful students and protective administration figures are at fault, but this is not a problem that can be solved through any number of punishments or concessions from either side. In this troubling plight, I pass on the message of Coyotiloke: "Remember who you are or the person you are attempting to become is today- and Enloe will live again. Do just one thing today, one thing you will remember for the rest of your life. One action that will send ripples through your personal existence. Just believe for a single moment that there is something greater than any one of us for us to seize. Rise Enloe - don't be too busy surviving that you forget to live."

Standardized Success?

BY HELEN JOHNSTON

As a product of the public school system, I suppose I shouldn't treat them too harshly. After all, everything I have learned is courtesy of the Wake County Public School System. While the school system has, for me at least, done a great job in the teaching, I feel that something can still be gained in the process of testing that knowledge, a contested issue not only in the schools, but also in the federal government, on a national scale.

The most recent trend in measuring academic success has been to place more emphasis on standardized testing. This is not just at Enloe, or in Wake County, but all over the nation. As evidenced by the No Child Left Behind Act, performance on standardized tests has become not just a measure of individual students, but of schools as a whole being measured by these methods. Standardized tests do not represent an accurate assessment of a child's knowledge and growth over a school year. By their very nature, these kinds of tests are limited in material they can cover, and cannot fully determine anyone's ability in any subject. In my history class, my teacher gave us almost no tests with multiple choice answers because he wanted

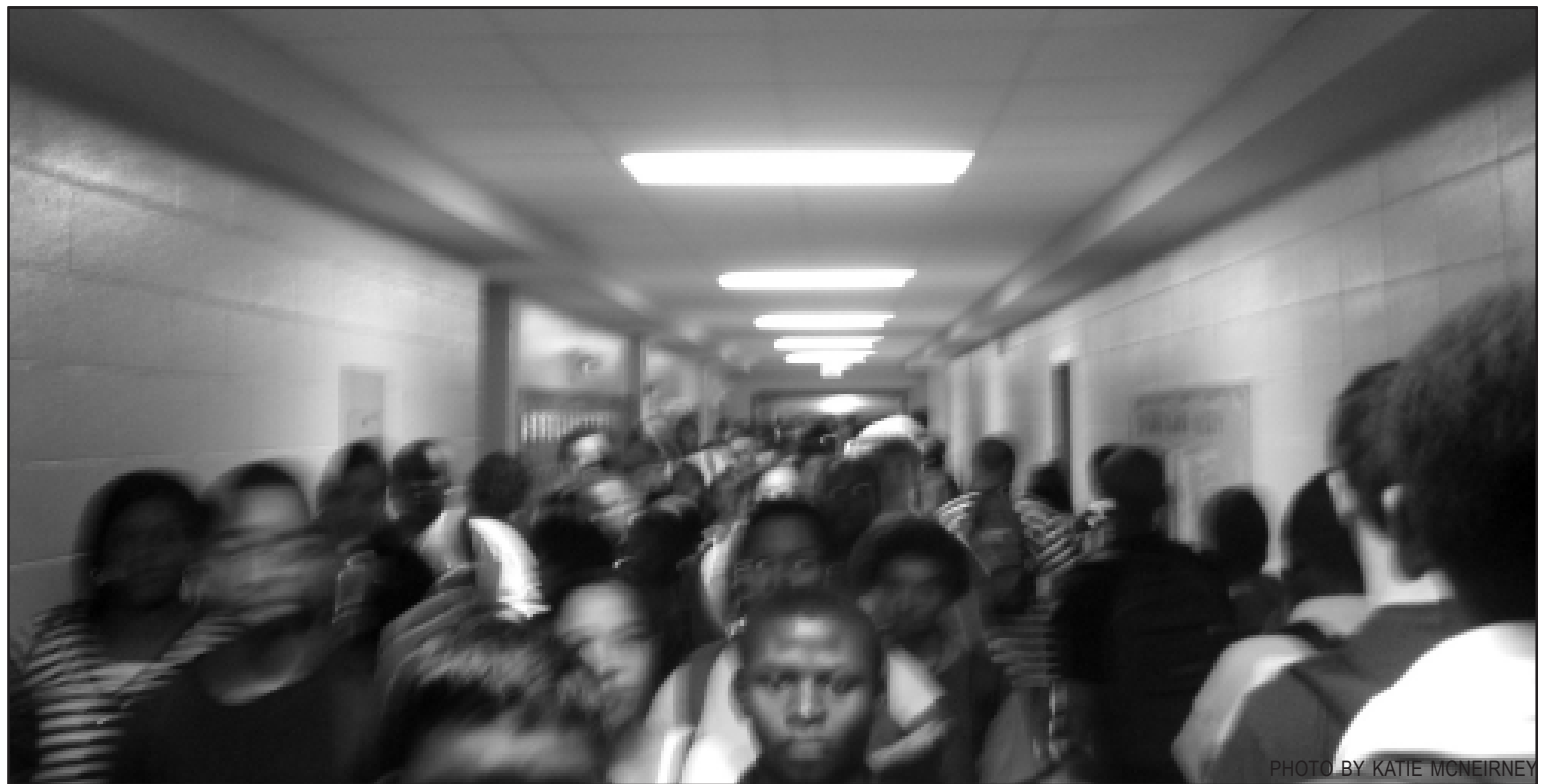
to give us the chance to show him what we knew about the subject. There might have been a multiple choice question I didn't know the answer to, but five other facts I knew well. Is measuring performance in this way truly accurate?

Simply put, standardized tests do not measure how much a child has learned or how much they have grown intellectually over a year. If a nine year old child starts the year with no knowledge of the alphabet, but at the end of the year can read at a second grade level, that is a huge gain in knowledge and understanding, but they would still fail the fourth grade EOG test.

The real issue in the matter is how to hold schools accountable to an educational standard, while still addressing the needs of every student individually, those who are advanced and those who need help to keep up.

The solution to this matter is a difficult one. The question remains unresolved, because education is a constantly changing institution, due to new technology and new psychological methods becoming available. Maybe the answer is to measure success on an individual basis, by the people who know each child best, their teachers, instead of by a politician making empty campaign promises.

Squeezed in the Middle



Students fill the crowded hallway during the six minute switch of classes.

BY HOLLY KING

A lot has changed at Enloe this year. There's a new building, new classes, a new lunch period and a new schedule. With all of this, there has also come congestion.

The entry ways to the new building are packed, and that's even an understatement. The lines of bodies and book-bags extend down the hall, almost all the way to the cafeteria. It's more comfortable to sit on 440 during rush hour for me than to linger in that mass of unmoving people for only two minutes. Every one is rude, pushy and much too close for comfort.

But it's not their fault. The frustration is understandable and

the same reaction is shared by all.

Just the congestion is frustrating, but what has tipped the scale is the new six minutes between classes. Back in the days of the East Building and seven minutes between classes, I still saw kids racing from one end of the campus to the other, barely making it in time.

Now, with a shorter distance to walk and only a minute cut from the time between, it's reasonable to think that everything would be fine, right? WRONG. When twenty or thirty students, with previously pristine records, show up in ASD on a regular basis, something is off.

What makes the congestion even more of a concern is that

there's no way around it. Truly, there is no way to get from a main classroom in the West Building to the New Building without going through one of those entryways.

The tremendous gain in educational opportunity afforded by the increased class time of perhaps one minute per period seems somehow overstated as compared to the increased stress on all students and the unfair penalty of ASD for those students who simply cannot, physically reach their assigned classroom locations within the now shortened six minute period. In this humble student's opinion, we have lost more than we have gained. If the faculty finds such claims by

students to be exaggerating, perhaps they should try the frustrating and infuriating run from the New Building to the Pods during the class change. This may give them some perspective on what we as students suffer on a daily basis.

Furthermore, once they have experienced this tumultuous journey, I would hope they would exercise some leniency toward those who arrive late to class despite their best efforts. The current congestion situation cannot be changed, due to the structure of the hallway and bell system. However, I do not think it is too much to ask the faculty to meet us halfway.

PHOTO BY KATIE MCNEIRNEY

Academics Should Not Hinder Athletic Participation

BY BLAIRE ZACHARY



Wake County has made it mandatory to have a grade point average of a 1.5 or greater to play on a sports team; student-athletes also must be passing at least five of their classes. Many people believe this is a good requirement to have because it requires students to keep their grades up.

I agree that passing grades are very important, but I also think that this should not be a limitation on their ability to play.

I believe that, sometimes, being involved at school and being on a team can help motivate a student in school as well. There are some kids around every school who cannot maintain the grades but are amazing at a sport or activity that is not part of the academic day. For some students, the only way they can succeed is to play a sport; that is where they have the most potential.

Athletic teams are very helpful in keeping kids out of trouble

as well. Instead of going straight home from school and getting into trouble, students stay occupied and focused at practice. With practices and homework there is no time to goof around after school. When people have things to do and do not have time to procrastinate, they are more focused and do what they are supposed to.

For example, if someone has football practice from 3:30 to 5:30 in the afternoon, he or she may not return home until 6:00 in the evening, at the earliest. Once at home, the student athlete is so tired that she just wants to eat dinner, finish homework, and go to sleep. When you have a daily routine, it is easier to stick with it. This is much more productive than going home and talking yourself into putting off homework and studying until later, as many students do.

A major problem with keeping your grades up is attendance. With the attendance requirement and

certain standards of coaches, participating in a sports team could be an assistance in helping assure the attendance of all athletes, both those with good grades and those with bad grades.

Many students just need somewhere to belong and succeed. When a student feels like he or she is good at one thing, this confidence can motivate the student further in other things. Our school is a cross-section of many different kinds of people, and people succeed in different areas. Playing sports in high school, college, and maybe even professionally can be the highlight of some peoples' lives.

Taking away the opportunity to play sports or participate in other activities from some students seems to be short sighted and seems to undermine the very things that school and education are meant to accomplish.



Once Upon a Time...

BY HELEN JOHNSTON

During my first week as a freshman here at Enloe, my homeroom teacher gave us an assignment: write a reflection on the first week of our first year in high school. When we came back three years later for our senior year at Enloe, our papers were returned to us. They offered interesting insight into how we, the class of 2008, have changed during our time at here.

Our first impressions of Enloe were fairly obvious: the physical size of the school, the number of students, the trek between east and west, the increased difficulty of high school versus middle school, and the towering height of the current seniors!

For my fellow '08-ers, I hope you remember what made our first week at this institute of learning a little more exciting. A flood on the first day, several fire drills, a tornado drill and a lockdown were all parts of our introduction to Enloe. Of course, we are the last class of Enloe to remember Mr. Gardner, the ravine, and a time before there were three pods in the parking lot (we didn't move to the pods until after Thanksgiving).

The most interesting aspect of this reflection was to see how some students have changed. One guy in my class went from thinking "the goth girls are so hot!" to wearing mainstream brands. Other changes included friendships and for those "Science and Math" kids who used to be with us, a whole different school.

For me, it was one of those "first day of the rest of my life" moments. For just a moment, I saw myself in ten, twenty, thirty years, seeing an old friend from high school and realizing how much we have changed. If we can become totally different people in just three short years in the same surroundings, imagine how much we can change and accomplish when we break free and go out in the world. We can make a difference in the world, just as we have made a difference here at Enloe.

Since we first crossed the threshold of this school, it has undergone many changes, but something still remains: that special part of us that brought us together, in the awesome place that we call Enloe. I hope you all see the freshman class (Oh-Eleven!) the same way I do: as us, three years ago, ready to tackle and accept the wealth of experiences that Enloe provides.

Against

GPA to Play?

For

All Play and No Work Just Does Not Cut It

BY DREW SCIALDONE

Students may complain all they want about not being able to play on sports teams because they may fail the occasional class, what they need to understand is that playing a high school sport is a privilege, not a right. It's completely fair that students should maintain a passing GPA to play.

Why? Because the main reason to attend school is to advance academically. Sports and extracurricular activities should come second to what is truly important. As a member of Enloe football, I understand. Dedicating so much time to football and still keeping up with grades is hard, especially at such an academically rigorous environment like Enloe, but if I can do it taking honors classes, other students should be able to as well. The coaches are very supportive and give us all the time before games to do work and time in the evenings to do homework.

Besides, the same system is used in college. If a college stu-

dent fails a class, no matter how important to the team he is, he can't participate in sporting events.

It is appropriate for schools to have to meet these requirements. The high schools are just trying to do their job in making sure that all students progress academically because, left on their own, not all students will make the wise decision to stop with sports for a while and focus on their schoolwork.

Students can't blame the school for making athletes miss the "big game" because they choose not to write a paper and fail English. It's their choice, and teachers give opportunities to do well. If you don't take advantage of them, you'll fail. Students must realize that they need to have an alternate career.

Think about the life ahead of you, and not just beating Broughton. Believe it or not, school is where you're going to have a future, and it's what is going to make you a successful adult. High school sports are a great experience that teaches responsibility and re-

spect, but what should be a main priority in high school is doing well in classes.

Another may argue that sports may be the only activity where some kids can succeed. I completely disagree. Most of the students who end up being academically ineligible don't fail because the class is too hard, but because they put no effort into classes. It could also be said that sports keep kids off the streets, and I won't argue that, but if we lifted this rule, students would spend the time after practices and games doing things they shouldn't, and not working on their school work so that they can continue playing.

The spirit behind the "GPA to Play" rule is that having this rule, athletes will be well rounded students, and it's working. But sports can't and shouldn't be everything because without the rule, high school sports would just be a bunch of doofs, playing for the present, without taking any consideration of the life that is ahead of them.



PHOTOS BY KATIE MCNEIRNEY AND KATY KOESY



So Long, L'Engle

BY SARAH SHAUGHNESSY

In an age where 800-page Harry Potter books dominate the bookshelves of children, adults, and everyone in between, it is easy to see how much children's literature can influence popular culture. In just the first 24 hours after the seventh book was released, 8.3 billion copies of Harry Potter were sold.

Parents can buy the children Harry Potter costumes for Halloween and birthday parties. JellyBelly has capitalized on Bertie Botts Every-Flavor Beans. Warner Brothers has made billions of dollars from the Harry Potter movies and merchandise. I even remember hearing a radio interview of several people who study "Rowling's work" as if it were Pruest or Camus.

I am self-admitting Harry Potter fanatic, but a different children's series won my heart first.

One of the first books I remember reading was Madeline L'Engle's, *A Wrinkle in Time*. Actually, I remember my dad reading it to me before I went to bed and being propelled into a wide world populated with dragons and wise women with amusingly confusing names like Mrs. Who and Mrs. What and a villainous creature called IT. They were in essence, a prelude Harry Potter.

When I was a bit older I read all of L'Engle's books again by myself and found them even more intriguing. Her vast knowledge and application of science, history, and religion made her tales seem realistic even though they were fantasy. I remember reading *Many Waters* and learning a whole lot more about the Story of Noah and the flood than I ever got from Sunday school. I learned history from *An Acceptable Time* when Polly travels back to the time of the Druids, and physics from Mrs. Murry's experiments.

But what I liked about her books most of all were her characters. I found that her talent was not limited to creating intriguing plots but extended to examining people too. Her imaginative insight into the timeless themes of an outsider versus "the popular crowd," or good versus evil brought these stories to life.

I remember reading a quote of hers last year. She said, "You have to write the book that wants to be written. And if the book will be too difficult for grown-ups, then you write it for children." And it seemed molding, or perhaps opening, the minds of children and adults alike was her specialty.

Thank you, Madeline L'Engle. The world will miss you.

Cheap Weekend Fun

BY BLAIRE ZACHARY

We all have trouble finding fun things to do during our weekends and free times. These places are fun for everyone and guarantee a good time. Check it out!

1. Frankie's Fun Park- At Frankie's Fun Park there are Go-Karts, Miniature Golf, Bumper Boats, Amusement Rides, Laser Tag, Bating Cages, and an awesome Arcade. There is no admission fee; you pay as you play.

2. Ice House- If you want to go ice skating for an afternoon there are Ice House locations in Garner, Cary, and Raleigh. On weekdays it is \$6.00 to get in and free skate rentals, on the weekends it is also \$6.00 to get in and \$3.00 for skate rentals.

3. Silver Lake Water Park-Fun Park in Raleigh. There are paddle boats, volleyball, shaded picnic areas, waterslide and fun lakeside with a beach and swimming. The admission rates vary starting at \$6.75 Monday-Friday.

4. Shelly Lake, Falls Lake, Jordan Lake- Go and hang out with your friends at the lakes! Have a picnic or go swimming! The best part? It's free!

5. Pullen Park- This park in downtown Raleigh has many activities! There are paddle boats and picnic areas to hang out, and a pool and the carousel!

6. Comedy Works- A professional team-on-team improvisational comedy. Two teams of performers compete for points based on audience laughs. The admission rate is \$10 per person.

7. Corn Mazes- There are many corn mazes offered all over the Raleigh area to help you get into the Halloween spirit. Prices vary.

8. Flea Market- You can ALWAYS find fun stuff to buy and look at around the Raleigh Flea Market. The flea market is located on the state fairgrounds.

9. North Hills- The place to hang out is North Hills mall. Go see a movie or go to eat with your friends, or just get an ice cream at Ben & Jerry's and sit or walk around.

10. Amazing Glaze- All you do is select a pottery piece, paint it, and leave it behind so the staff can fire it. Pick it up several days later. The prices range from \$5 to \$40 dollars, so there is something for everyone.



PHOTO COURTESY JAMIE HOPKINS
Juniors Aly Worf and Grayson Bland enjoy the lake at Pullen Park.

New Homecoming

BY BRANDY WEATHERSPOON

During this year's spirit week comments were heard throughout the halls about the excitement, disappointment, and frustration of the events of powder puff, the pep rally, and homecoming. The annual tradition of powder puff was cancelled. The date scheduled for the powder puff game day was also scheduled for uses by the athletic department. The disorganization led to the cancellation of powder puff all together.

But students figured they still had a pep rally to look forward to. To start off the day, the excitement of representing class colors takes place. Then of course then there are shorter classes, which students always enjoy. Senior sports players that had waited three years for their recognition were much more disappointed than others that it had been taken away from them their senior year. Student council advisor, Mrs. Kingsberry, explained that issues with the DJ not being hired led to the cancellation

as well as the athletic department claiming that the pie contest messed up their fields for the Friday night game. So without the dj and pie in the face event, all that was left was the announcing. With that said, administrators believed taking time out of class was a waste of time.

As for the positive changes, the homecoming dance that is regularly on the Friday night after the homecoming game was moved to the following Saturday night. Senior Brianna Rice commented, "In the past, homecoming was always known as



PHOTO BY KATY KOESY

the 'freshman dance' so now that things had changed, a lot more upperclassmen were expected to attend." Student council had the same ideas in mind. With a different date and semi-formal attire, hopefully a variety of classes would show up. This turned out to be a success for Enloe. More seniors came to the homecoming dance than they had in previous years. Hopefully in the future, we will be more organized for our next and last years here at Enloe so the best can be made of them.

Obscured Reflections: Teens' Perceptions

BY KATY KOESY AND SARAH SHAUGHNESSY

We see it every day at school. As freshmen, we learn about it in Healthful Living. Most of us even experience it, at least on some level. It is our body image, the way we think we look to others, and in the last fifty years it has proven increasingly problematic, especially among teenagers.

Brian Koehn, Enloe's student assistance program coordinator, or SAP counselor, helps students cope with their body image issue. He explains that body image is affecting teens more today for a number of reasons.

"Adolescence is a period of time where you try to

figure out where you fit in comparison to others, so naturally kids can get a little freaked out," he says, but he adds that within the last fifty years or so "there has become more of a trend toward self-mutilation and eating disorders." He speculates that this trend is due mainly greater dysfunction in family structures and greater access to inappropriate media.

"Kids are able to see all sorts of stuff on TV and the Internet that they shouldn't and it can alter their view of themselves." He adds that any stress, be it from family, school, or any environment, can have an impact on a person's health, that is not new, "but it is definitely an epidemic," now.

To the right is a personal narrative from an Enloe student who has suffered from a stress-induced eating disorder.

My Battle With Anorexia

It was only when I looked into a mirror the summer before freshman year that I saw it. I don't know if I had never bothered to notice or if my eyes hadn't been working right for the past fourteen years, but either way it was a staggering realization: I had a big butt, and I hated it.

I had trekked through Disney World all day in sweltering heat with no money to buy food, and I was starving—but even as I left the bathroom and wound my way through the house to the fridge, that same image I had just seen seemed to swim before my eyes.

It was only the beginning of what I later found to be months of agonizing hatred toward my body.

I had always been a straight-A student, yearning to be all that my parents could ever hope for. Every magazine I opened was filled with the images of painfully slim girls. Even my mother was thin and beautiful. I felt pressured to be just as perfect—just as pretty, just as slender. Suddenly I was refusing to eat snacks and desserts—turning down every food that had once been my absolute favorite. I began to go on six-mile walks every night after dinner, fearing what would happen if I let the food settle in my stomach without working it off. As time wore on and freshman year began, those walks turned to runs—I would push myself so hard that I would have to stop continually to keep myself from fainting.

Lunch was a horror: the mere thought of eating in front of my friends was revolting, and I fell to nibbling off cafeteria salads when no one was looking.

I began to lose weight—first steadily, and then rapidly. My pants began to look pathetic where they hung awkwardly from my hips, and every trace of muscle I had built up from running seemed to dissipate into skin and bone. My feet shrunk first half a size, and then another; within three months I had lost twenty-five pounds, so that I was now five foot four and ninety pounds.

It was then that both my parents and my friends began to worry. At the end of gym one day, I was changing in the locker room and heard someone say in a repulsed voice, "Oh my God—are those your ribs?" It was a wonderful feeling, to be able to see them: rows of

bones sticking out from my chest now devoid of fat. I started to hold contests against myself; I wasn't allowed to let my stomach touch the waist of my jeans. My hip bones protruded so far outward that they held off the strip of denim, but every time I sat down at my desk during classes my skin would creep closer toward it, and I felt disgusted.

It was only when we began the eating disorder fraction of Healthful Living that I realized what was happening. My mind had begun to translate everything that moved toward my mouth into a jumble of calories, carbohydrates, and fat, and my need to exercise after every meal was suddenly going unchallenged by homework, exhaustion, or even rain. I soon noticed I had every single symptom of an eating disorder.

My father had fallen to asking my friends what I was eating during lunch, and my mother began to threaten me with visits to the doctor—an aspect I was not willing to face. I knew what they would say.

And so I vowed to change. Even now, years later, I still maintain a shred of the disease; I can't eat anything without first knowing the calories and considering what it might do to my body, and if I go a day without exercising I become desperate.

But I'm getting better. I have risen back to one hundred and five pounds, and through the help of my friends and family I am striving to accept who I am and love myself for it. I have come to realize that I am loved for who I am—not what I look like.

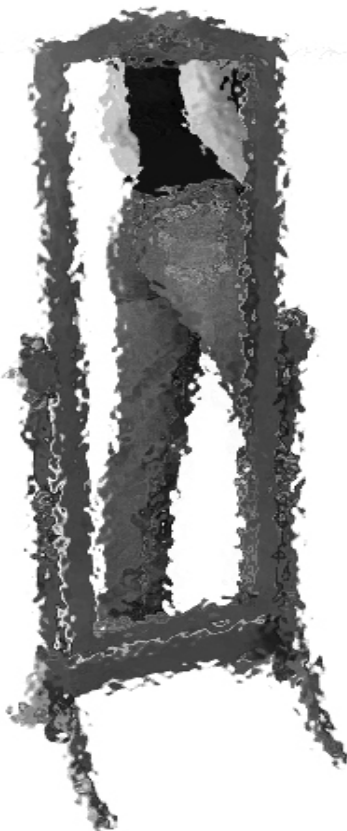


PHOTO BY JESSICA BODFORD

It's a Fast Food Nation

BY JESSICA BODFORD

Heat waves dance through the air as Ryan McCann and Alex Vasilyev trudge sullenly up Clarendon Crescent, two McDonald's bags clutched in their hands. It is not a surprising sight; Enloe students make up a large percentage of nearby fast food purchases during all three lunches. "It's the cheapest stuff around," says senior McCann, rather grudgingly, "and it has to be fast enough to fit in the period."

Both agree, however, that they are sick of having it close to three times a week. Vasilyev, a junior, merely goes along with whatever McCann decides to eat. "I don't drive myself," he says with a laugh. "I don't have a car. I hitchhike."



PHOTO BY JESSICA BODFORD

Why, then, are students not venturing out to other foods—other ideas? Many connect lunch automatically with Cook Out,

Bojangle's, or Starbucks without thinking of the many possibilities outside New Bern and Capital Boulevard. Restaurants such as K&S Cafeteria, Waffle House, Roly Poly, Café Carolina, Gateway, and the Roast Grill range between a five and nine minute driving distance from Enloe, posing no threat to this year's shorter lunch periods. Although you won't find burgers and hot dogs at all of them, McCann adds, "I'd like to see more salads—but not the cheap, crappy, fast food salads. Everyone knows they put them together in the morning."

And because fourth period lunch begins so early, a number of fast food places are now unavailable—reducing the number of possible eateries drastically. But why depend on any restaurant, no matter its price or distance? Enloe is located conveniently close to several downtown parks, including the Oakview Historic County Park, Walnut Creek Park, Worthdale Park, and Roberts Park, all varying between a four and eight minute drive. Picnics are ideal in the looming autumn weather, and can be the perfect solution to a stressful day of tests, homework, and in-class essays. Foods such as pasta, salsa, and potato salad do not require refrigeration or heating, and (if you consider yourself a cook) you can

get fancy with the spices, sauces, and peppers.



PHOTO BY JESSICA BODFORD

One idea is to take a quick trip to Subway to see all the ingredients that are set out—none of which need special treatment and can stay in your locker for half a day without stinking up the hallway. Putting slices of tomato, cheese, pickle, and onion onto Italian bread and coating it with vinaigrette is delicious, not to mention healthy in comparison to Big Macs and M&M shakes. Even a light salsa can be made into a meal, with black beans, corn, and avocado.

"It's just annoying," says freshman Ashika Raval as she studies her bean burrito critically. "I can't ask an upperclassman to go anywhere without thinking about how bad this is for me. There's got to be something better out there. Believe it or not, even Taco Bell gets old if you have it this often."

Les-Not So-Miserables

PHOTO COURTESY OF LAURA LEVINE



An ensemble of Enloe Students took the lead creating a memorable performance in the Wake County Public School System's production of *Les Miserables* at the end of September. Enloe students participated both as cast and crew.

Well I'll Be Dane-d: Danish Students Visit Enloe

BY KATY KOESY

The term "Danish" is most commonly associated with the delicious breakfast pastry filled with fruit or cream cheese. Similarly, the expression "Dane" often conjures an image of a great big dog that stands as tall as a pony. Well, Enloe, it's high time to browse up on your definitions because the Danish (the people, not the tast treat) came, saw, and conquered.

During the first week of October, approximately 25 students from St. John's College in Copenhagen Denmark spent five days at Enloe High School during an eleven-day trip to America. While living with host families of Enloe students taking AP United States Government and Politics, taught by Chad Keister, the students engaging

small-scale public forums to expand upon their knowledge of American foreign policy as well as shadowed their host student during a typical day at Enloe. Before reaching Enloe by bus on October 2, the students spent three days in the United States capital of Washington DC touring national monuments and furthering their understanding of the American political system. Once they were here, the American political system took a more local turn as the students investigated the Raleigh legislative and judiciary branches.

The original communication between faculty advisor Per Clausen of St John's College and former Enloe English teacher Isaac Lake, who had previously had experience interfacing with students

from an International Baccalaureate school in Turkey, began in spring 2007. Since Mr. Lake's departure, fellow Theory of Knowledge teacher Chad Keister, along with Enloe teachers Suzanne Cottrell and Lee Baldwin, took over the direction of the exchange to ensure that all went smoothly during the Dane's stay here at Enloe. Though the hassle of organizing the event was time-consuming, Keister believes the exchange was well worth his time and efforts. "In the best of both possible worlds," he relates, "the students would form friendships and gain global perspective by living with a student of another country."

And there's no denying that students both here and from abroad are "gaining global per-

Hola, Hola Clase!

BY BRANDY WEATHERSPOON

From the moment you walk through the door until the moment you leave Ms. Giamoni's class, an energetic bounce overtakes you. As a Spanish teacher, she gives students a learning experience that definitely won't bore them to tears. The opposite of her vivacious attitude towards teaching is actually what inspired her to become a teacher.

"My horrible teacher in Spanish class who slept the entire class period was what made me want to become a Spanish teacher. I also love the language and was raised speaking Spanish." But she hasn't always taken the career path as a teacher.

She resided in San Francisco where she was a securities trader at a brokerage firm. After attending N.C. State, Giamoni began her teaching career at Enloe in 2003.

What she loves most about teaching is the interaction with her students in the target language of Spanish. Watching them grow more confident as the year goes by shows her she's done a job well done. "I plan on teaching at Enloe until they get sick of hearing me sing. Actually, when you have colleagues that are like family, it's hard to want to go anywhere else," she shares.

After her years of service at Enloe, she would love to move to Mexico and live in her mother's pueblo, passing time by sitting on the front porch in her rocking chair and waving at all the passers-by. "While living there, I'd love to teach English. Teaching is in my heart," Giamoni relates.

Any one who know her can tell she has a very upbeat personality

and which motivates others to want to learn as much as she wants to teach.

In her free time, Ms. Giamoni likes to do yoga, run, read, and of course shopping and watching people. Interestingly enough, she shared with the Eagles Eye was that she loves having burping contests with her closest friend and fellow Enloe English teacher, Ms. Paradise.

But along with her hobbies, come her pet peeves. Students who don't respect their teachers, school, themselves and their peers are what really annoys her.

Her dream is to travel to Northern Uganda and teach through the Invisible Children organization. She'd also like to visit Guatemala with the Textbook Adoption Organization, which is a non-profit foundation started by two brothers who vacationed in Guatemala. After witnessing the horrific conditions of the schools, they decided to raise awareness and funding to purchase textbooks for the children. If participants raise 2,000 dollars with the help of the Rotary Club, they can go to Guatemala and hand each child their own textbook. "It's pretty amazing!" remarks Ms. Giamoni.

In her life Ms. Giamoni has accomplished many great things but she wanted to share her greatest passion. "I am most proud of raising two very compassionate, respectful, independent boys.

Words cannot express what they mean to me. I'm going to stop there before I start to cry."

Merely from speaking with Ms. Giamoni, it is easy to see she loves what she does. Just her presence can make your day better. So sign up for Spanish and get some pep in you until "la clase ha terminado!"



Ms. Giamoni

PHOTO BY BRANDY WEATHERSPOON



PHOTO BY JESSICA BODFORD

Denmark exchange students participate in a debate on American foreign policy. "But I think what I've learned the most is teens here are like teens at home. We're all people." And what they said about Enloe? "Your school is like American society. Huge and crowded."



Doodles

BY JESSICA BODFORD

It is often said that life is planned, fate is methodical, and naught can be changed about it. The unavoidable and the inescapable, the never-changing and the perfect ending—but I believe they are merely an escape from worry and responsibility, hoping that something will be done, someone will come around, someday will soon arrive.

I disagree. If I were to believe my life were planned—were run by some greater force—why care about family, friends, or the small things that make me smile everyday? This world is nothing but those little twists and turns that make every moment unique and totally arbitrary. Life cannot be mapped out any less than it can be predicted; it merely flows along like the course of a river, cutting its path through the millennia of rock and soil before it.

There are some who might depict it as art or even as an exploration through every essence of the world around us; yet it is not perfection to be sold to the highest bidder, and it is not that flawless road trip in which all goes smoothly, gas is free, and the sun never wanes. I would prefer instead to think of life as a collection of doodles, neither perfect nor special; they are random, messy, and often incomplete, are scribbled on the back of things much more important, and have no true meaning to anyone but the artist. My own doodles, for example, make no sense whatsoever: I draw hearts and stars, trees and flowers, and translate notes and homework into runes and Pig Latin.

Those worthless scribbles mean nothing to the world at large or even to those I love, but they matter to me because they represent my imagination, which is all I have to claim as my own. I am neither a teacher nor a parent—nor a doctor, nor a priest—but a child. In the eyes of the nation I am worth nothing, and I love it. I love that I am not a masterpiece at a museum to be read and interpreted, and I love that I am not a car wandering pointlessly along a never-ending road when all the meaningful things in life are those little stops on either side that are passing by in a blur of stress and anxiety.

To all who do not know me, I am a doodle—and I am probably drawn messily upon the back of something much larger and more important. I may do nothing to alter it, to enlighten it, to refine it in any way—yet I am there all the same, and there I will remain for those who do not appreciate scribbles for the artwork they truly are, for those who yearn for both the imagination and the insanity to pick up a pen and draw there is no reason behind life itself but to do just that.

Branching Out With Alternative Electives

BY SARAH SHAUGHNESSY

We all know the graduation requirements: four years of math, four years of English, three years of science, three years of social studies and two years of a foreign language. But what are students taking for elective credit? Here are a few elective classes that might be a little unorthodox but have proven to be exceedingly popular among students.

Audio Production

"I'm not really sure why I signed up for Audio," says Junior Jamie Hawkins. "Actually, I think I didn't sign up for classes right and just ended up in it, but I'm glad I did because it's really fun."

Every week the class is assigned weekly projects where they write a script, record it in the audio production studio, and use computer programs to edit the production. In the past, the Audio class produced a very local Enloe radio station that could be accessed through the televisions around Enloe. "We're thinking of trying to start it back up again this year, but we'll see what happens," Jamie says.

History of the Modern Middle East

The title of the class is pretty self-descriptive. Taught by Dr. Hoffman, it involves studying the rise of Islam and the problems it

engenders. "The goal of the class," Senior Brian Parks says, "is to eventually graduate beyond the history and the past...and even start discussing possible solutions to all of the problems including the Sunni-Shi'a conflict, the Iraq conflict, and problems between Israel, Palestine, and the rest of the Middle East." With such a noble goal, who wouldn't be interested in taking this class?

Whole Body Wellness

Alternating quarters between Pilates, taught by Ms. Greer, and yoga, taught by Ms. Mackie, students enrolled in this class get a full range of stretching and toning workouts. Typically, students start

with a five minute meditation focusing on breathing and spend the rest of the period stretching out in different poses. First period, Senior Elizabeth Ruf says, "It's a great way to start my day. It gets me relaxed and not stressing about college and school work for a while."

History Through Film

Watching movies is actually part of the curriculum in this class. Every Monday, students research an historical event in the computer lab and then watch a film corresponding to that event the rest of the week. So far this year, they have watched *Robin Hood*, both historical and Disney versions, *Clan of the Cavebear*, *The 300 Spartans*, and *Gladiator*.

Ahoy, Kung Fu Masters

BY NATE JEYAKARAN

Enloe High School has long been known for its numerous and diverse clubs and student organizations, including honors societies, academic groups, foreign language clubs, and simple gatherings of those who share a common interest. Of course, not all of these groups are able to benefit from the sponsorship of a teacher, and are accordingly unofficial.

Because of this unorganized nature, it's possible for students who would be interested in these associations to go their entire time at Enloe without ever finding likeminded people. Enloe is a very large and diverse school, and many of these informal groups are comprised of only a few people.

Perhaps one of the more visible among these underground associations is the loose affiliation of cosplayers that occasionally grace the campus with their eye-

catching displays of creativity through costume. Cosplayers create costumes of many different styles, ranging from a favorite character in a comic, movie, or game to specific style of fashion that may have been trendy decades ago.

On October 11, the cosplayers of Japanese club will be showing off their talent in a game of "Cosplay Chess". Members will face off in a fantastic clash between pirates and ninjas. Japanese club has always been a home for the stand-outs like cosplayers, and this upcoming meeting is an ideal time to see if you are interested.

Though organized cosplay events are usually passed by word of mouth and are few and far between, the popular communication site Facebook is used more and more to announce upcoming local events. If you're interested in seeking out cosplayers, anime and gaming conventions are common hotspots for these activities.



PHOTO BY KATIE MCNEIRNEY

Ninjas and Pirates are merely pawns in Japanese club's upcoming chess match.

To Be, or Not to Be

BY BLAIRE ZACHARY

To some people, thinking goes beyond just the classroom and homework. The members of the Philosophy Club do just that. As one of the more dedicated clubs, meeting every Wednesday from 2:30 until 3:30, they use their time to their advantage.

At every meeting the presidents come up with thought-provoking topics that start discussions and many interesting ideas are brought up. This club encourages the members to think in different ways and also gives people the opportunity to say what they think without being judged. Every idea brought up is considered and admired.

More like a Padeia seminar than a club meeting, the members sit in a circle and are free for the hour to speak about whatever they may have been thinking about. They discuss many ideas of modern philosophy and give examples

that support their thoughts.

The president comes in with an opening statement or question and the discussion goes from there. In one meeting the president shared a quote from a book she had been reading sparking dialogue on perception and how people's perception of the same thing could be completely different. One of the examples brought up was how a person's perception of happiness could be completely different from someone else's.

The members enjoy this club because it is a place where their thoughts can be heard and where they are not told what to think or who to think like, unlike discussions in school. The members of the philosophy club are the people who actually care about their lives and who and what influences them. They want to have opinions and have them shared. At meetings, more than ideas fuel the brains- there are always delicious snacks.



PHOTO BY HELEN JOHNSTON

Philosophy Club President Anna Botcher contemplates Aristotle for a meeting.

Students With Disabilities Are Students First

BY NICOLE BROSAN

It is safe to say that most Enloe students have a lot on their mind. Between juggling academics with extra curricular activities many Enloe students don't consider just how varied our school truly is. Our school is made up of all types of people, from all types of backgrounds. We say that we celebrate the diversity in our school, but do we truly recognize all parts of the picture? The special needs students that go to Enloe are rarely recognized, but they do quite a lot for the student body.

There are a wide variety of programs within Special Education. The Occupational Course Study track allows students to get their diploma while focusing on employment after school. Other areas include three resource classes,

twelve curriculum assistance classes, and ten in-class resource classes. Another level of the program includes the students in the TMD level, which are isolated classes.

Of the two that Enloe has, these classes have a smaller student to teacher ratio. Special Needs teacher, Ms. Humiston, says she has a total of twelve students in her class and those students range from sixteen to twenty one years old. Her class is considered TMD, or trainable mentally disabled, and the class focuses on functioning within daily life situations. Students are given tasks ranging from mathematical and reading to independent living skills, which consist of following a recipe, doing laundry, and house cleaning. Student Bianca Mitchell shares that,

of all the subjects in her day, "I like math, workshop, and history." But the one thing that she looks forward to everyday is, "A great day of learning."

The Enloe student body and staff benefit from the tasks that special needs students participate in. Ms. Humiston says that, "We are helping Enloe employees with some of their tasks. We shred files that are confidential and must be shredded, and by doing this, we save teachers time." In addition to the Enloe teachers, the special needs students help the cafeteria staff by filling vending machines and cleaning tables. These behind the scenes activities teach necessary job skills to the special needs students.

Above all, these special needs students want to connect with the

school. "They want to be friends," says Ms. Humiston, "They need to feel they belong." With this said, it is important to recognize all the students within Enloe, no matter who they are so that they can feel the appreciation they deserve.



PHOTO BY KATIE MCNEIRNEY

A student builds skills finishing a puzzle.

Artist Spotlight: Betty Anderson

BY SARAH SHAUGHNESSY

For many people, music is just a form of entertainment, something to break up the silence while they drive or do their homework. However, for one Enloe student it is much more.

Senior Betty Anderson has been playing cello for the majority of her life. In addition to being co-principal cellist of Enloe's top orchestra, Enloe Symphony Orchestra, she is principal of the Triangle Youth Philharmonic (TYP), plays at a Methodist church every month and participates in myriad festivals and music camps.

Over the summer she participated in the Eastern Music Festival, a competitive summer program for aspiring young musicians. The summer before that, Betty attended the Brevard Music Center, a similar summer program.

Now that the scholastic year

has started, however, Betty has to divide her time between academics and the cello. "My practicing schedule fluctuates but I always try to practice for at least an hour every day," she explains.

With such a full plate, it is a wonder she has time to do anything else. "It is really stressful," Betty admits, "especially when I'm preparing for an audition or a competition. I have to practice a lot and sometimes memorize up to ten pages of music."

So why does she do it? Betty explains that the rewards of playing the cello greatly outnumber the drawbacks. "First of all, playing the cello is physically rewarding," she explains. "It's really like being an athlete. We develop smaller muscles but we practice just as much."

There are social benefits as well. "Most other musicians are all smart, creative and open-minded and we get along really well."

Also, both of Betty's parents work for the North Carolina Sym-

phony, and have been able to guide her in the right direction. "First and foremost [my parents] make me practice," she says jokingly, "But they have also given me a very realistic view of the music industry."

Some people think they are just the greatest players in the world, end of story. But I have learned to become very self-critical."

In addition to their sage advice, Betty's parents "know everyone in the music business," which is how Betty came to take cello lessons from Elizabeth Beilman, a cellist in the NC Symphony and a colleague of her parents.

One would think that inheriting her taste in music would be purely classical, but that is not the case. "I actually grew up listening to the Beatles. But these days I'm really into indie and alternative music,"

she says, *Blood Brothers* and *Noise Corps* being two of her favorite bands. "It's kind of funny because they scream a lot and are very loud, which is sort of anti-classical."

That is not to say Betty does not enjoy classical music. "Shostakovich is one of my all time favorite composers," she says. She also enjoys the "relaxing" music of Erik Satie and the alternative, avant-garde style of cellist Matt Haimovitz.

Though the talented senior is still unsure of her college plans, she is considering a double major in music and history. As far as the school, "Carnegie Mellon and Oberlin are my top choices, but I'll probably apply to lots of backups," she says. And even if she doesn't major in music, when asked if she will continue to play the cello in the future, her answer is a resounding "definitely."



PHOTO BY SARAH SHAUGHNESSY

The Fight to be Heard

BY JESSICA BODFORD

It has been said that music is what feelings sound like, twisted and magnified into melodies and lullabies, solos and improvisation. Senior Kevin Durso, electric bass player for the student band the Scarlet Divide, would most likely agree.

Along with Enloe students Nick Davison and Ben Gardner, the Scarlet Divide participated in its second year at the Battle of the Bands, held September 29 and sponsored by Raleigh Parks and Recreation. "We like to get out there and play our music for people," says Durso. "It's just awesome." The Scarlet Divide, which

released its first album last winter break, is hoping to compete and win against the other bands. The reward? "We got a gift certificate to play at a recording studio just for going to the Battle of the Bands last year," he explains. "We think maybe we can win this year and get a cooler prize—like more money."

A mix between inspirational groups like Steely Dan and the Red Hot Chili Peppers, the Scarlet Divide is comprised of bass, drums, guitar, and vocals. It may sound simple, but Durso believes otherwise. "There are only three of us," he admits. "It's like the power trio." Unfortunately, Durso suffered an injury over the summer that se-

verely affected his ability to play the bass for several months. "I can't move my whole hand," he says, pushing back his sleeve to show the scar, "or at least two fingers—but I can play all the songs pretty well." He has worked for the past few months to ensure he was back in action in time for the show.

The Battle of the Bands is by no means a small event. Last year, the attendance doubled with close to four hundred patrons—and Raleigh Parks and Recreation is hoping for an even larger turnout in the years to come. "We felt that many high school bands had a limited number of places to perform," says Kathleen Murphy, representative of Raleigh Parks and Recre-

ation. "This would be a great opportunity to help them expose their music." But it's not the competition or the recognition that pulls Durso, Gardner, and Davison in—it's the chance to be heard. "Even if you don't win," he concludes with a shrug, "you get the overall experience of playing." "We hope that teens experi-

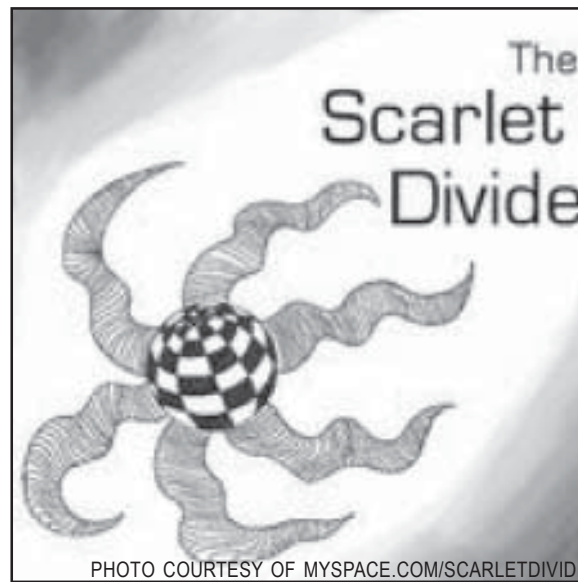


PHOTO COURTESY OF MYSPACE.COM/SCARLETDIVIDE

ence personal growth and development," says Murphy. "It is our goal to help them realize their full potential."

Brain Teaser: Sudoku

Up for a challenge? Race your friends to finish this Sudoku. Fill in the grid so that every row, every column, and every 3x3 box contains the digits 1 through 9.

		2	7			6		3
		8		3		5		
	9		5		2	1		
	1						7	
		5	3	6		9		
2	3			9			4	6
				1				
9	8	4						1
5	6		4					8

Top Ten Reasons to Love Fall

BY THE STAFF WRITERS

10. Thanksgiving: An excuse to gain ten pounds and bring home another ten of leftovers
9. Spending half the day to rake leaves together. Spending a second to jump into them. Spending a week with chiggers.
8. Putting away the Rainbows and marveling at your stunning flip flop tan.
7. Your holiday wish list isn't too long...yet.
6. Starting to plan your Halloween costume, dreaming up ways to mask your identity without getting suspended.
5. Not having to shave. Don't lie, girls you know you love letting your legs go into hibernation.
4. Valentine's Day decorations start popping up in stores. Even worse, you're tempted to buy them.
3. Dancing around Food Lion while caroling "Deck the Halls" to passersby...in October
2. Pumpkin Spice Lattes at Starbucks. Confess, winter means a higher caffeine intake.
1. The fair is approaching. You can smell the fried Twinkies already. Wait...is that the cafeteria?

He Says, She Says: What to Wear

BY DREW SCIALEONI

So I like the preppy look on girls. I just think that they are classy and usually fit right. Brandy and I picked all of our clothes out at Hollister, because we are awesome like that. I looked online for a button down shirt, but when we got to American Eagle, I just was not diggin' the way it looked. So I took her over to Hollister where I found a pair of light shaded jeans



with a few tears, with a top (I don't know the exact words for your clothes, sorry girls). When she came out of the dressing room, it looked pretty much how I thought it would, but Brandy looked great in it, so I think I did my part. I think I did pretty well for someone who didn't even know what a "cammy" was.

Response to Brandy's Pick

Brandy picked out a gray and white striped shirt, and a pair of light jeans with a few tears on them. I liked the way it fit, and the jeans were awesome. I just wasn't feeling the shirt. I like pretty much everything at Hollister, but with the assortment of colors in the store, I would have preferred something a little more bright. The jeans were pretty chill, just a faded look. I probably would have put a thermal under the polo, but Brandy didn't like it. I would wear what she picked out, because again, I will wear pretty much anything from AE of Hollister, but the shirt was kind of dull. Just a little too boring for me.

It's cool to have a girl's opinion, because most people wear clothes to look good and impress the opposite sex. Some days I would have just preferred gym shorts and a T-shirt. I was satisfied with what she picked out for me, and it's pretty much what I wear everyday, so I must be doing something right.



PHOTOS BY KATY KOESY

BY BRANDY WEATJERSPOON

Is it just me or does it seem like guys just wake up in the morning, pick up a few pieces of clothing that are lying on the floor (which, might I add, don't match what so ever) and head to school? Regardless, it's time for a new awakening! Girls, wouldn't guys look a whole lot better if they had us to pick out their outfits everyday? And who knows, they might actually like what we pick. So as a little experiment, Drew and I went on a shopping adventure to test out each others' sense of style for one another. And the results are unveiled...

So for Drew, I started out with a pair of light denim jeans with a slight destroyed look consisting of rips, holes, and frays. Now going over the top with a thousand holes and what not, is too tacky for any guy to wear unless they weren't made that way. The pants flattered him well, and weren't too baggy as we often see guys wear today but they weren't too tight either; they were just right.

Shirt wise, I chose a simple wide striped polo. Going with the neutral colors of gray and white, it mellowed out the outfit but also gave it a trendy vibe. I was debating on whether or not to put a three quarter length shirt under it with the sleeves rolled up, but it seemed a bit too much. The whole outfit together is the perfect casual outfit whether it be to school or out on the town. It's put together, styl-



ish, and comfortable. What more could one want?

Response to Drew's Pick

I loved this outfit. Honestly, it would be something I'd wear everyday, whether it be to school or on an outing. The jeans were so comfortable and the top was fitted but flowing at the same time, which looked great with the jeans. He did a pretty good job with the color scheme as well. A faded color jean with a beige top that wasn't so out there but gave the outfit more of a laid back feeling. Who knew guys had a sense of fashion?

Très bien! A Play Preview

BY BRENNY YELLIN

What do you get when you cross an incoherent Frenchman, gossiping girls, mistaken identities, and great actors? The answer is *A Flea in her Ear*, a play presented by Enloe's very own drama students.

A Flea in her Ear is a classic French farce. Written in 1906 by George Feydeaux, the basics of the play are the same in this performance despite requiring a translation. It takes place in the 1900s, about the same time it was written.

The range of characters includes an Englishman, a Frenchman who speaks Spanish, and a Frenchman unable to pronounce consonants. Two of the main char-

acters are Victor Chandebise, played by Julian Hester and Raymonde Chandebise, played by Anne Claire Niver.

Act I starts when Victor's wife, Raymonde, believes he is having an affair, and devises a plan to catch him in the act. This plan works, but not quite as expected.

While Act I sets the stage, Act II is when things start falling apart. The husband and wife are involved in a twisted tornado of disasters and the confusion magnifies. While the play has a hilarious plot line, it also has some underlying lessons.

Maggie Mial, a senior, who plays Lucrene Homenides De Histangua, Raymonde's friend, stated that the play is "a lot of fun.

It's lighthearted but has heavier principles." One of the main themes throughout the play is "trust in one's spouse" as the distrust Mrs. Chandebise shows causes disaster to erupt. In addition, the play exhibits how poor communication can awry.

This is the first time Enloe has ever put on a French farce. Caila Wiblitzhouser, a junior who plays Eugenie, says this play is hard for her because, "You get so caught up in it. It's so much fun you have to work hard not to laugh." For comedy you must get the timing and scale exactly right.

A Flea in her Ear is "hardcore and intense," says dialect coach Benoit Sabourin, whose responsibility it is to make sure the French accents are accurate. He also calls the play "fantastic," and "very hilarious."

Anne Claire Niver, a senior, describes the play as "a whirlwind. Hilarious, high energy, and fast paced." During Act III things wrap up. How things end though you'll have to find out.

While it will be a change and a challenge, the Enloe actors are prepared to provide a good time to anyone who comes out.

A Flea in her Ear premieres October 11th and continues through the 13th. Another showing starts October 18th and goes through the 20th with an after school performance on the 17th. Tickets are \$5.



PHOTO COURTESY OF MS.SCARBOROUGH

Daniel Cryer, Caila Wiblitzhouser, Maggie Mial, Mason Lyttle, Anne C. Niver, Kelsey Foley, Victor Rivera, Andrew Meil, Julian Hester, Matt Mollenkopf, Will Sarratt, and Nick Johnson

Coping with Post-Potter Syndrome

BY KATIE MCNEIRNEY

The release of *Harry Potter and the Deathly Hallows* was bittersweet, for many fans. Some readers were eager to see whether the brave Harry Potter or the evil Lord Voldemort would triumph in their epic battle. Others were more concerned with which of their favorite characters would kick the bucket. But the closer they came to knowing these answers, the closer they came to the end of the series. According to the popular *Harry Potter* website MuggleNet.com, 11.5 million *Deathly Hallows* books have been purchased.

Will life go on after *Harry Potter*? many fans wonder. How can I live without my fix? some fret. Not to worry, anxious readers. With all the *Harry Potter* movies, merchandise, and Internet communities, there are still at least a few years left to make funeral arrangements.

Warner Brothers Pictures will produce all seven films, according to warnerbros.com, the company's website. The sixth movie, *Harry Potter and the Half-Blood Prince*, is scheduled to premiere November of 2008. While each movie is not a comprehensive replacement for each book, a movie's release does generate a certain amount of hype and excitement in its own right.

There is an absolute plethora

of *Harry Potter*-related material on the Internet. While there are only seven *Harry Potter* books, there are millions of stories written by fans, all accessible at the click of a mouse. Although much of the material does not strictly adhere to what J.K. Rowling described in the books, the creativity of fans is unbelievable.

Writers are free to show Pansy Parkinson falling in love with the giant squid, or compose thirty sonnets analyzing Albus Dumbledore's intense love of socks. There are many excellent websites devoted entirely to the publication of such things: Google "Harry Potter fan fiction" and see what comes up!

Joanne Rowling went, in just ten years, from a struggling divorced mother to a *Forbes.com* billionaire. With 335 million copies of her books in print worldwide (*CNN.com*), she certainly does not financially need to write any more books. But Ms. Rowling revealed in an interview with NBC's "TODAY" (published at today.msnbc.msn.com) that she would write an encyclopedia containing post-*Deathly Hallows* material. So while there may not be an eighth *Harry Potter* book, "don't judge on what you see," warns the Sorting Hat. Through the love and labors of his fans and creator, the *Who Who Lived* lives on.

Enloe's Snapshot and Fans of the Month

Congrats Swimming and Diving 06-07

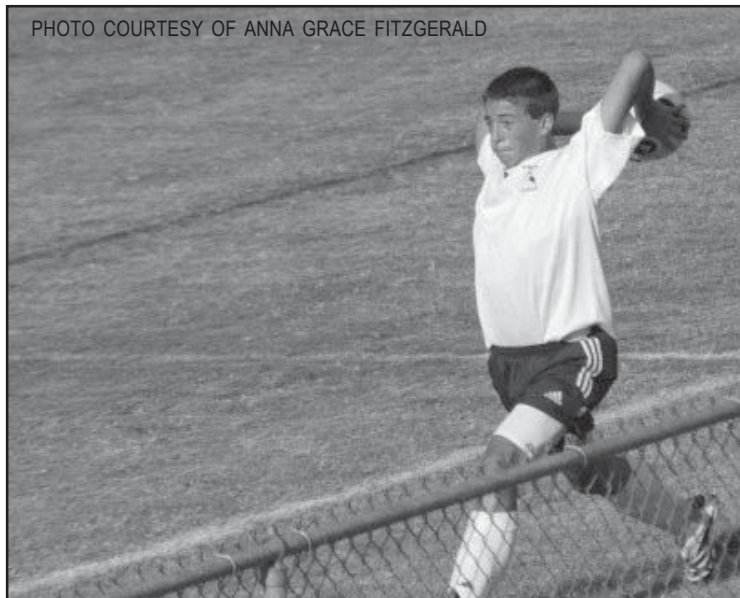


PHOTO COURTESY OF ANNA GRACE FITZGERALD



PHOTO COURESTY OF CHRIS BURNS

Sophomore Evan Musten lunges far for a throw in during a Cap-/ matchup.

Junior Bailey DeBaramore cheers for a TD at the rescheduled homecoming game.

The following students were selected as All-Americans for the 2006-2007 season:

Geoffrey Saunders, Eddie Leblanc, Ryan Cox, John Morton, and Hannah Facchine.

All-American consideration went to the following students:

Eddie Leblanc, Ryan Cox, John Morton, Geoffrey Saunders, Michelle Dettloff, Hannah Facchine, Avery Pittman, Katie Jackson, Gabi Shishkoff, and Alexandra Hammerberg.

Congratulations and good luck on the upcoming season!

Enloe Volleyball Sets Up for Success !

BY BRANDY WEATHERSPOON

With a 16-2 record (as of October 4th), the 2007-2008 volleyball team are spiking through their opponents. The girls have put in a lot of time and determination to get where they are but, according to Coach Green, they still "have a lot to work to get where they want to be." Their undefeated conference record proves that the girls have been working harder than ever.

Part of their success came from their regime. The team started lifting weights twice a week after they lost their last game last year and participated in off season skill development sessions, putting in a lot of time to get better. During the summer the team practiced three times a week and scrimmaged Middle Creek once a week. To further their improvement, they at-

tended a team camp in Wake Forest.

With the team's strengths of togetherness and heart, bonding and communication seem to be a key factor in pulling out consecutive wins. "Basically: we believe that you are only as good as your next play," remarks junior Lindsay Futris. "We all have each others backs whether it is making a good pass or even cheering on the team."

But with all their strengths come weaknesses and, according to Coach



PHOTO COURTESY OF ELENA FRAC

Green, the only hardships are youthfulness and inexperience. But plainly from the team's record, that doesn't seem to be much of an issue.

The team's proudest moments were some close games against Jordan and Broughton, where they came back though for a win.

To add to these proud moments, Elizabeth Willis, one of the seniors on the team, was selected as the September winner for the Scholar Athlete of the Month award from 850 The Buzz and Coastal Federal Credit Union. She was interviewed on air and is also recognized on their website.

But for their fantastic season, all of the Enloe's

players deserve some recognition.

This season, two players have gotten injured which set the team back for a short period of time but the team has managed to pull through and work with what they have. With a close to the season, the team has been such a benefit to the Enloe's athletic department.

The Eagle's Eye spoke to Coach Green on his final thoughts about the season, "I've been pleased with the progression of the team so far, and I'm extremely proud of the group of girls we have. They have put in tons of time in the winter, spring, and summer to get better. They deserve everything we hope to accomplish this year. Achieving the goals we set for ourselves, getting better every day and making this season a success is what we aim for."

Stuart Jones: The Little Runner That Could

BY KATY KOESY

You're running down a beaten down old path, paved only by the steps of your fellow runners ahead of you; a trail of dust the only indicator that they have passed. You know the path, have run it before: Optimist Park has never been a challenge in the past, what is so different about today? Your pace is good. Breathing regulated. You can see the heels of the competitor you have been trying to pass for the last two miles. He is almost within reach, just a few... more... steps.

Suddenly, you sense something is wrong. The world begins to go fuzzy, your eyes cloud over with a red-brown mist and you grope for support just to stay standing. The ringing in your ears grows louder with each step and you think to yourself, "If I could only lay down..." Without even realizing it, you have stumbled off course into the yard of a nurse, where within moments you sink to the ground, unconscious to the world around you...

You wake and find yourself in a hospital room to find that the meet

has been over for nearly a week and a half, you were found passed out in a lady's yard having suffered from a heat stroke, and that it will take weeks of recovery for you to be back to normal. You try to wrap your head around it all... could this be real? How could this happen to me?

Just ask Stuart Jones: The Runner That Could.

Stuart Jones, a senior, suffered from a heat-related stroke shortly after reaching the two-mile mark during an August 22 cross-country meet at Optimist Park against



Sanderson High School. When Stuart did not cross the finish line around his projected time, officials grew worried and began what would become a two-hour search

for the missing runner. The search ended when a nurse who lived near the course called emergency dispatchers to inform them that she had an unconscious teen in her yard and that she was icing his body to bring down his rapidly rising temperature. That teen was Stuart.

"I remember the start of the race and reaching the two-mile mark," Jones relates, "but around that point, things started to get hazy and I don't know what really happened and what my mind made up." What "really happened" is both scary and shocking to Stuart's friends, family, and classmates: a seventeen-year-old boy who was as healthy as to be expected suffered from a heat stroke and lay unconscious for ten days in a hospital. During the week and a half following his collapse, Stuart remained in the Intensive Care Unit of the hospital in critical condition. Though he would be responsive in reflexes, he was not conscious in presence and his body was unable to stabilize itself without the help of sedatives. Stuart recalls that when he finally awoke, he felt more confusion than fear.

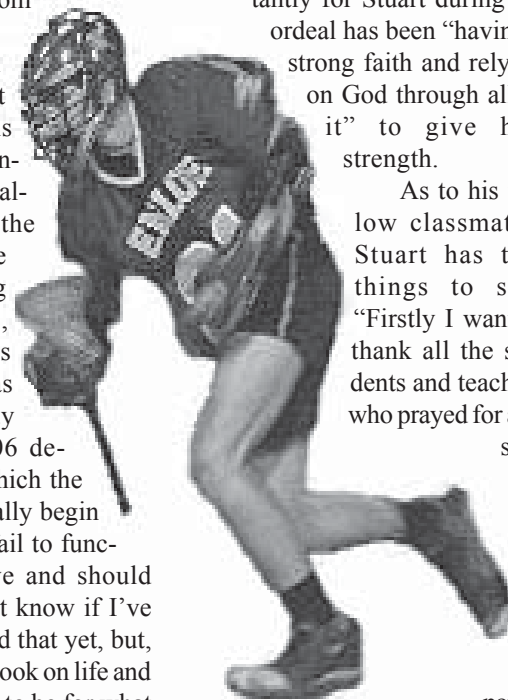
The magnitude of his ordeal would hit later.

Being out of the hospital for a week at the time of this interview (he was released from the hospital on September 4) has given Stuart time to reflect on the reality of his stroke. "It wasn't until recently that I realized how severe [the heat stroke] was," he says. After speaking with his doctors, Stuart's parents learned that he was found with a body temperature of 106 degrees, a point at which the body's organs literally begin to shut down and fail to function. "I could have and should have died... I don't know if I've quite comprehended that yet, but, it's changed my outlook on life and how grateful I need to be for what I've got: every day and every thing," Stuart states. Miraculously, Stuart has received no kidney, brain, heart, or liver damage from his stroke and is already back at school, doing homework with the rest of his peers.

Stuart contributes most of

how well he has been able to cope with his recovery to the prayers and thoughts of loved ones, friends, and well-wishers. Most importantly for Stuart during his ordeal has been "having a strong faith and relying on God through all of it" to give him strength.

As to his fellow classmates, Stuart has two things to say: "Firstly I want to thank all the students and teachers who prayed for and sup-



ported me throughout the whole time and just for sticking with me. Secondly, I want to let them know to not take life for granted because everyday is a blessing and you can't live for more than one day at a time... which is what we should be living for." PHOTOS COURTESY OF STUART JONES

Eagles Drive Up Their Standards

BY DREW SCIALDONE

This year's Enloe football team is definitely an improvement from the losing record and tough losses they suffered last year in both Varsity and JV.

The key to Enloe's success is the Double Wing offense. This play, when run successfully, leads blockers to the point of attack, and forces the runner through holes forced by the number advantage on the line. With this clever misdirection, it confuses threatening linebackers, and doesn't even give the lineman a chance.

Coach Dudley got the Double Wing from a book. It was first introduced in 2004, because of how talented the teams in the Cap Seven Conference were becoming.

Now, with a varsity record of 3-4 and two losses against the toughest teams in the Cap7, you would expect the Eagles to be downtrodden, but that is not the case at all. Senior Paul Constantine comments, "It's okay. We could do better, but we're playing Enloe football, and we will continue to play



PHOTO COURTESY OF CHRIS BURNS



PHOTO BY DREW SCIALDONE

Enloe football to lead to success."

Junior Matt Jurek believes that "talent has improved and our team's chemistry will result in a successful season."

The Eagles continue to show progress and improvement with every game. Comparing the numbers from last year and this, the improvement is obvious.

Coach Dudley, in reference to the JV football team said, "The sophomores have done a great job at leading the freshman this year." The JV Eagles are blowing away all the competition with a 5-1 record and 2-0 in the Cap7.

The Double Wing wears down defenses and mentally attacks the opposing team. It's not a glamorous strategy, but it gets the job done. As Senior Chris Burns says, the real secret to their success is "playing with more confidence in ourselves and in the team."

Friday Night Football!

Don't miss the last games of the season!

10/12- Home
7:00 pm

10/19- @ Wakefield
7:00 pm

10/26- Home
7:00 pm

11/2- @ Millbrook
7:00 pm

Playoffs subject to change:
11/9, 11/16, 11/23, 11/30

EHS Cross Country Leads the Pack

BY KATIE MCNEIRNEY

For most students, summer is a time of laziness and lounging, sleeping and swimming. But Enloe's Cross Country team started training only two or three weeks after track was over. Team practices began the first week of July, and official practices started in early August.

But no rest for the weary team, even at the beginning of school. The team practices six days a week, every week, plus an extra day on Sunday without head coach Mangum and assistant coach Fullenkamp.

This year, their extreme dedication and motivation is paying off. Going from second place behind Broughton the Boys' Cross Country is now ranked first in North Carolina. Enloe is close, but not quite, ranked in the top ten teams of the Southeast region, or what is known as a 'bubble team,' according to www.dyestat.com, a website devoted to high school track and cross country coverage.

Although cross country is not a team sport in the same way that football or basketball is, the team dynamic and the team effort are important. The results and efforts of each individual competitor affects everyone. Each school is only allowed seven runners in championship races, so a team member's individual contribution counts for much more than the contribution of one person out of thirty others.

There is an important balance

between the individual and the team. Cross country depends equally on each competitor. Like most games, there is no 'superstar' that shapes the whole game. In this game, everyone is the quarterback.

The point system of cross country puts the responsibility on the individual to do well for the whole team. The place of the runner is the number of points they earned, so the goal is to earn the lowest score (by placing the highest). Even just a minor slip-up could jeopardize the team's score. "There cannot be a weak link," explains junior John Kitto. "Everyone is important. Everyone has to be strong to succeed."

But the runners aren't just what makes the team. They must have someone to guide them to the top. Three years ago, Enloe's Cross Country wasn't even ranked in the state. With Coach Mangum's arrival in 2004, the boys' team began placing more and more frequently. Due to Mangum's guidance and motivation towards the runners, they rose to seventh in the state his first year, and then third in the state last year.

With Coach Mangum in his third year at Enloe, and the boys already ranked first in the state, the possibility of staying in first is very possible. Kitto says that the team's shot at the state championships is largely due to the coach. "Coach Mangum is amazing," he says. "Without Coach Mangum, we wouldn't be half the team we are now."

Senior Spotlights



Kelsee Price Cheerleading

Awards received: Letter: 10,11,12. Most outstanding player: 11. Captain: 12.

Favorite sports memory: Winning six trophies my sophomore year.

Song that pumps you up: "Stronger" by Kanye West.

Inspiring quote: "I can do all things through Christ which strengthens me." Phil. 4:13

Favorite Coach: Coach Fields.

Other interests: God, shopping, magazines, the salon, and most of all- enjoying my life.

Plans for next year: NCSU for under-grad. Afterwards, I plan to attend law school.



Tim Kijewski Men's Cross Country

Awards received: Letter: 11,12. Captain: 12.

Favorite sports memory: Wolfpack invitational, the race Enloe beat the number three ranked team in the southeast.

Song that pumps you up: "Bat Country" by Avenged Sevenfold

Inspiring quote: "If you aren't remembered, then you never existed" -Unknown.

Favorite Coach: Coach Mangum.

Other interests: Working on my car, hanging out with friends, class of '08!

Plans for next year: Most likely NCSU.



Zane Tharakan Men's Soccer

Awards received: Letter: 11, 12. Captain: 10, 11, 12. Academic All-Conference: 9, 10, 11, 12. Coaches award: 10.

Most embarrassing moment: I accidentally headbutted this guy and gave him seven staples.

Song that pumps you up: "Can't be touched" by Body Head Bangerz.

Inspiring quote: "What we do in life echoes in eternity" -Russell Crow

Role model: Alex Warner.

Other interests: Curling, bocce ball, and long walks on the beach.

Plans for next year: Hopefully laying soccer at UNC or Elon.



Elizabeth Willis Volleyball

Awards received: Letter: 10, 11, 12. Captain: 10, 11, 12. Gatorade rookie award: 9. All-Conference team: 11. MVP: 11. Scholarship athlete of the month: 12.

Favorite sports memory: The night of Elena's dance-off at team camp.

Song that pumps you up: "Rock the green and gold" by Unknown.

Inspiring quote: "You're only as good as your next play" -Enloe Volleyball team.

Role model: Ashley Wellons.

Other interests: Medicine.

Plans for next year: To play volleyball somewhere.



Levy Sherrod Football

Awards received: Letter: 10,11,12. Big-Hit: 10. Academic All-Conference: 11. Captain: 12.

Favorite sports memory: Beating Durham Jordan 38-37 in the homecoming game and Sam Alcorn and I poured water on Coach Clark.

Song that pumps you up: "Show Off" by H. Rell.

Inspiring quote: "Never let somebody tell you that you cannot do something." -Unknown.

Role model: My brother.

Other interests: Going out to eat with the team, movies, the beach, and just relaxing.

Plans for next year: Wake Tech then transfer to a 4-year college and play some football.