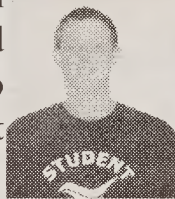




International artists and music groups enjoy contributing to their nations' pop cultures.

the highLIFE

“Women should continue to experiment with the rest of the rainbow but not walk out of the house looking like a bag of Skittles. No one wants a highlighter for a girlfriend.”



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Confused about what days AP/IB exams are scheduled? See the May 2009 exam schedule.

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Debates continue whether or not cloning household animals is an ethical practice.

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Underclassmen can find advice to help prepare for a smooth transition into the next academic year.

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Shakespeare performance awes audience with unique perspectives

BY MILA SMITH
Staff Writer

Students enjoyed the opportunity to view excerpts of Shakespearean works performed by GlobeWorks, an arts-in-education program sponsored by the North Carolina Shakespeare Festival. Scenes from “Hamlet” and “Midsummer Night’s Dream” were two such works comprising the 50-minute performance.

Providing a glimpse into Shakespeare’s works, the actors’ intention was to demonstrate how the Bard of Avon’s literature does not have to be intimidating for young readers. By encouraging student participation on stage and demonstrating improvisation and humorous twists to the plays, the audience of teachers and students remained engaged.

Senior Anthony Chapman was one of the students invited to participate on stage. His role was to chase a female character across the stage.

“It was fun being on stage because I used to be in Drama I and II at Southeast Guilford, so I was very comfortable with the actors. It was good to have prior knowledge about improv since the ac-



Members of the cast mesmerize their audience with a strong passion for Shakespeare’s works. Back row (L-R) Ambien Mitchell, Jay Hernandez, Ben Chang, and Catori Swann. Front row (l-r) Natasha Soloman and Dorothy Pawlowski. Kanode Photo

tors used it a lot when they got the students involved with the skits,” said Chapman.

Also participating was senior Lorenzo River-Sams, who appeared somewhat stunned when asked to remove an actor’s boots from his feet with no prior warning.

“I thought I was going to have to get up and do something or hold a prop, but when the guy asked me to take his boots off, well, it was awkward but funny!” said River-Sams.

Media specialist Kate Cummings, who had never attended a GlobeWorks production before, was pleased to join the audience for this year’s performance.

“The actors worked to make Shakespeare relevant to today’s students, taking time out to explain the nature of drama in Shakespeare’s world as well as what audiences of his day expected,” said Cummings.

Teachers from academic areas other than English at-

tended the show as well. EC instructor Michael Mason brought his students to experience a live production.

“The GlobeWorks Shakespeare production was the perfect blend of comedy and theater. The physical humor of the play was woven together wonderfully with intelligent humorous prose. I really identify with the kind of dry and wry humor that was blended into the entire presentation. Just the right amount of 20th century humor was thrown in. Most importantly, I came away with a renewed interest in Shakespeare’s work,” said Mason.

The GlobeWorks’ touring production has been performing across the state of North Carolina and the southeast region for more than 25 years. Grant support from the North Carolina General Assembly allows the organization to continue entertaining audiences.

“I thought the cast did a nice job of sharing information about Shakespeare and his work while maintaining a strict focus on the most important element of that work,” said English teacher Evan Post.

Campus drinking water put to test, leaving unanswered questions

BY DANIEL TORELLI
News Editor

Observation: Every morning before school, I fill my water bottle at home and drink this home-filtered product throughout the day. By around fifth period, I generally finish the bottle and refill it from a school water fountain. Such is how I came up with my idea for a scientific observation.

Water from the school fountain often carried a much more potent and unpleasant taste. It was even possible to see tiny specks floating around in it, which made me wonder why school water tastes so different from my water at home.

They both come from the same water treatment plant, should they not be comparable? Are those specks appearing from my water bottle itself or from the water in the fountain? Could there be possible health concerns because of the chemicals causing

this difference in taste?
Hypothesis: My hypothesis states that the water filtered at home will perform statistically better than the school water on both pH and chlorine levels.

Procedure: The two main tests I conducted involved pH and chlorine levels. I also tested for nitrates, copper, iron, and total suspended solids; however, the results were not conclusive enough to draw any conclusion, therefore I did not focus on these tests.

I randomly selected five samples from the 35 water fountains located throughout the campus. Although there were only five samples, they still served as an adequate representation of the entire population because a stratified random sample was taken. All of the samples were collected and tested within 15 minutes in order to insure an accurate reading for the pH. This step is necessary because the water

will react with the carbon dioxide in the air, making it more acidic.

I then used a pH probe and found the acidity of each sample. To test for chlorine, I used a chlorine testing strip that changes colors based upon the levels of chlorine present.

Calculations: The Environmental Protection Agency recommends that the pH of drinking water should range from 6.5-8.5 with an upper limit of 9.5. There is no specified lower limit because acidic water does not pose any real direct health risks. Water with a pH lower than 6.5 is said to be more corrosive than water that is neutral. The more corrosive the water is, the more likely it is to pick up metals from the pipes.

With five samples from school fountains, the mean pH was found to be 5.48. The home water was tested two different times and the mean

pH was found to be 7.48. This is strong evidence that there is a statistically significant difference between the pH levels at my house and here at school. The chlorine levels were also statistically different, but they both fell within the EPA recommended range for chlorine of 0.2- 4.0 mg/L.

Conclusion: Overall, my tests showed no immediate reason to worry about the water from the school fountains. There were no suspended solids in the water and the chlorine levels were normal. My only real concern is the low pH and the possible implications this level of acidity could have on the water.

While it is too difficult for me to test for metals that may be in the water because of the low pH, I would encourage a further investigation into the source of the low pH and the possible effects it is having on water quality.