

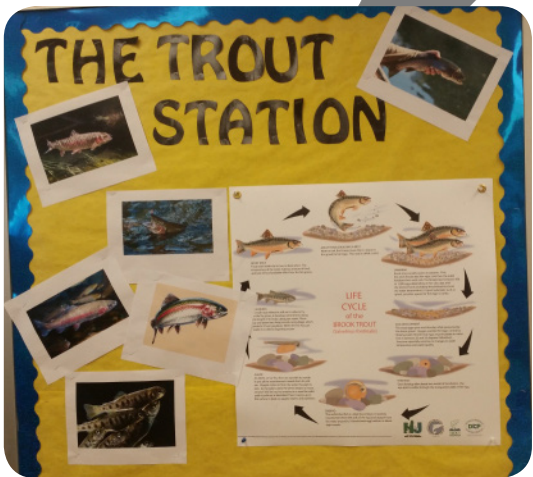
Going the Trout Route

By James Cook
Staff Writer

Anyone who has taken an earth science class would know that preserving all species is a top priority, and that is exactly the message Mrs. Levine is conveying through her innovative Trout Eggs Project. Never before in the history of Jackson Memorial High School has an experiment like this been conducted, and it marks a special moment for the science department and all students involved in the project. Thousands of tiny, nearly microscopic trout eggs were shipped to Mrs. Levine for this project, which requires the attentive care of her students throughout the maturing process of the trout, which will take about 3 years according to Mrs. Levine. A few of her classes will be responsible for the cleaning, feeding, and recording of growth data for these trout eggs, making the experience interactive for her students throughout the process. The one-of-a-kind experiment is also characterized by a few other unique aspects, these being related to the journey of these young trout after the experiment has concluded and the field journal is complete. Once the trout have been observed

through the several stages of maturity, they will be released into the local Toms River, specifically at the Jackson FREC Center location. This will be done in May as most freshwater species spawn in the spring, allowing the trout to experience a natural introduction into the wild following their extended stay indoors. The trout will be at the juvenile stage of maturity at the time of release, allowing them to become accustomed to undomesticated life amongst other species, both predator and prey. The process of adjusting the trout to its natural environment begins long before the release, with Mrs. Levine’s students decorating the fish tank to simulate a realistic river environment. All of the trout eggs will be hatched in the dark as well due to the light sensitivity of the fish in its early stages of maturity. Mrs. Levine provide her students with an extensive and interactive project that emphasizes accuracy and realism and provides skills and an understanding of the environment applicable to the real world.

Continued on p. 5



The Trout Station Bulletin, located in Mrs. Levine’s Classroom



Trout eggs

HAPPY



HOLIDAYS!



Now that the second marking period for the Jaguars is coming to a close, it was time to get caught up with Principal DiEugenio on these past few months. Most of JMHS would likely testify that November was a whirlwind with a week off, early dismissal days, and the Thanksgiving break thrown into the mix. Mr. DiEugenio shared that “It was a disjointed month, so I’m excited to get back into the routine in December.”

As far as sports, the annual “Powder Puff Game,” which was held on November 2nd, was a tough one between the senior and junior girls. Mr. DiEugenio, in his striped referee shirt, shared that though a fun event for everyone, it was important to maintain the structure during the game. Staying on the topic of football, he applauded the hard work and determination of our Jackson Jaguar players this season. The sweat, blood and tears was clear through their amaz-

Getting Back into Routine

By Netanya Flores
Co-Editor in Chief

ing work on and off the field. Though it did not end the way we had all hoped for, the school spirit from our beloved “Jaguar Marching Band,” who had just won 4th place in the National Band Competition recently, and the “Jaguar Nation” student section was what helped make this football season shine. In addition, the annual faculty vs student basketball game, held on November 22, was a huge success as everyone got involved beyond the classroom. After this fall season, the winter sports will soon be making their way into the locker rooms, and teams such as swimming, winter track, wrestling, basketball, bowling, and ice hockey will be able to enjoy the school’s newest athletic facilities.

Besides the success in sports, Mr. DiEugenio shares his pride in the upperclassmen that were recently inducted into the prestigious National Honor Society on November 21. In order to be eligible for membership, students must be required to have at least a 4.0 GPA, be

involved in extracurriculars, and be members of the community through volunteer service. Throughout the years, Jackson Memorial continues to produce remarkable young men and women through this chapter as a majority of our seniors have already applied for early action universities or are already committed to the college of their choice.

With the months speeding by at a rapid pace, Mr. DiEugenio looks ahead to what the future has in store for our Jaguars, such as our spring musical The Little Mermaid. In addition, college applications will be wrapped up for some seniors, while others are already waiting on acceptance letters. For our seniors, there are a lot of decisions to be made in the coming months. Mr. DiEugenio encourages students to check out his “Principal Spotlight Fall Edition,” an overview of events on the school website. So as for now, only time can tell with what will happen next in the halls of JMHS.

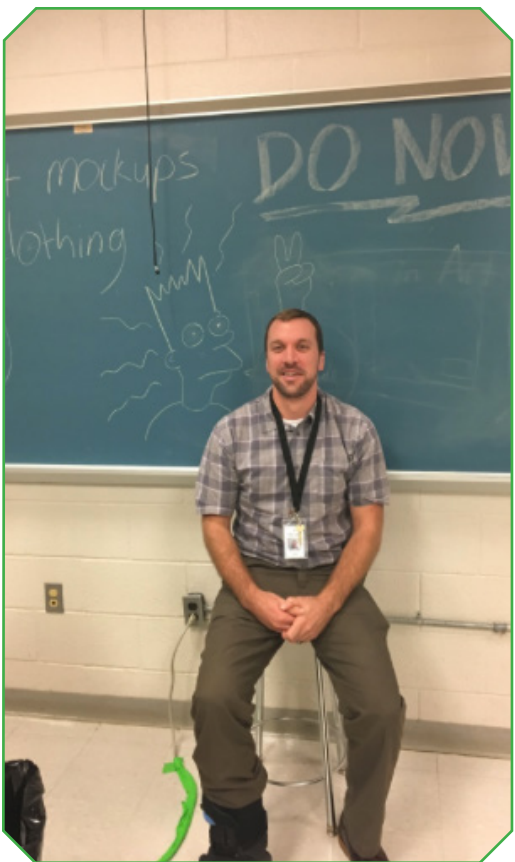
Mr. Wetzel Trades “Deck” for Desk

By: Brandee Spampanato
Staff Writer

One of our new teachers has made his mark on the skateboarding world. And he sported a broken foot in the beginning of the school year as proof. Mark Wetzel, Jackson Memorial’s new graphic design teacher, said he has been skateboarding for much of his life.

“I have been in some skateboard magazines and videos. I have been skating my whole life and have had companies that sponsor me. These companies would have magazine advertisements or promotional videos which I would contribute to. Now, I work with these companies making graphics for skateboards and clothing.”

Mr. Wetzel said earlier in the year, he rolled his foot off the end of the board while trying to land a trick, breaking his fifth metatarsal. Now he currently has a plate and six screws holding it together and must complete physical therapy before he can start skating again. Mr. Wetzel’s experiences in the skateboarding world transfers into a passionate dedication to the younger generation, both in the class-



Mr. Wetzel in his classroom

room and on the halfpipe.

Mr. Wetzel was raised in Toms River and graduated from Toms River High School North. He attended Temple University’s Tyler School of Art. After graduating, he held different jobs, including some in juvenile correctional facilities. Later, he moved to Spain and planned to stay there for a while, but student loans and other responsibilities required him to move back to the United States. Since then, he has worked in a middle school in Jersey City and Monroe Township High School.

Like every other teacher in the school, Mr. Wetzel’s goals for his students reflect a laid back and tone. He said he wants all students to gain knowledge in a subject they enjoy; he sees his job as teaching them the basics so they can expand their knowledge into something that they can use for the rest of their lives.

In addition to skateboarding, Mr. Wetzel enjoys enjoys drawing and surfing. He also has his own house painting business and works as a freelance graphic designer.

Late Buses are Not Late Enough

By Ben Singleton
Staff Writer



For many students the time allocated for staying after school isn’t enough. Whether they’re reviewing a lesson with a teacher, making up a test, or participating in an extracurricular activity, the 35 minutes is too short. Several years ago this wasn’t a problem; Jackson Memorial used to have a 4pm late bus. Operating in addition to the 2:15 bus, it gave students flexibility and options for how long they could stay after school. If the school district reinstated this additional bus run, students would benefit.

The 4 pm late buses were stopped several years ago as a result of budget cuts, and since then only the 2:15 buses are offered. They were one of several options considered, along with making students who lived within two miles of their school walk instead of taking the bus. So what would students gain from changes to the late bus? Several things.

When a student gets sick, they might miss a lesson or exam resulting in a need for them to stay after and make up assignments and tests. In most instances the thirty five minutes for after school isn’t enough time to complete a test or get a full review. As a result, students have to stay after several times and possibly miss club meetings and or other events. If students

were able to stay after longer in a single day they may not need to stay after as many times or possibly only once to accomplish whatever they might need to.

In addition, a longer after school period would allow for more involvement in clubs. Jackson Memorial has many clubs, allowing everyone to be involved with something they like. But as it currently stands, many of these clubs fall on the same day. Students are forced to either pick one club or alternate between two and miss meetings. If the late buses ran on a later schedule, the clubs could stagger their starting times, allowing students to attend more than one meeting in a day. They could then be able to participate in more extracurricular activities.

Ultimately, the decision to change the late buses come down to several factors. District budgets, school board opinions, and availability of buses determine whether or not Memorial students could get a bus later than 2:15 in the afternoon. As it stands right now, the after school period is insufficient and changes should be made for the benefit of the students.

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Foreign Exchange Student Becomes an International Jaguar

By: Kaitlyn Sauickie
Staff Writer

JMHS is well known for its foreign exchange program, and this year Jackson Memorial had the pleasure of welcoming Abdel Hay El Hussini from Gaza Strip in Palestine. Abdel is completing his junior year of high school in America, a once in a lifetime experience.

“I almost missed this huge opportunity because it was so hard for me to get out of the Gaza Strip,” states Abdeli. America and Palestine have many differences. One thing they do not have in common is easy travel. Gaza Strip does not have airports or easy transportation. Abdel needed seven permits to get out of his home country, to get to Jordan, then fly to the U.S., which almost caused him to miss his chance to come to our country. But this isn’t the only difference between the two countries; things like electricity, cleaner water, and freedom of speech are some things Gaza has very little of.

But moving on from that, Abdel is taking this experience to heart. He is enjoying every moment of it and experiencing new things like hiking for the first time and going to New York City. He is sharing the culture and lifestyle of his home country with his newly



From Left to Right: Abdel and the Nash Family

made friends and classmates. In Gaza, Abdel’s school day has 8 periods; he stays in one classroom with only his own age classmates, and takes 26 classes a year-much different from our 8 classes a year schedule. Also, our school is much larger, so he attended the freshmen orientation to get a better feel of his soon to be school.

“I got lost more than ten times my first three days of school. I had to text my brother, Jeremiah, and start sharing locations so I can get to my class.” This made his new routine a

bit hard to get used to, but he enjoyed the new change in the end.

The students in his classes enjoy having a classmate visiting from another country. They are curious and ask questions, so Abdel created a presentation to introduce them to the Gaza Strip. Abdel is also very fond of his new teachers, saying that, “Teachers are so lovely, they all like my weird name, I have a nickname in every class I take right now which is so funny.”

Despite all the differences Abdel is experiencing, one thing that is the same is the people, both being very friendly in both countries. The Nashes, Abdel’s current host family here in America, welcomed Abdel into their home with open arms and as much love as his regular family, making sure he felt right at home in America. That made this opportunity that much sweeter - having a second family to look out for him. Abdel returns back to Gaza Strip and his original dearly missed family in late June, shortly after the end of this school year. He is hoping to return back to the U.S to attend college in the future. Until then Abdel is enjoying every moment of this experience, enjoying his classes and most of all, all the friends he has made along the way, here in the United States and Jackson Memorial High School.

From Heart to Knee: The Aftermath

By: Brandee Spampanato
Staff Writer

Tradition suggests that people stand and place their right hand on their heart when listening to the National Anthem. Before a preseason football game between the San Francisco 49ers and the Green Bay Packers, Quarterback Colin Kaepernick stayed seated during the “Star Spangled Banner.” This action resulted in rage throughout the country, but it also brought resistance and hope to others who supported his cause.

After the game, Kaepernick, who plays for the 49ers, claimed, “I am not going to stand up to show pride in a flag for a country that oppresses black people and people of color. To me, this is bigger than football and it would be selfish on my part to look the other way.”

The 49ers management statement supported its quarterback, saying, “The national anthem is and always will be a special pre-game ceremony. It is an opportunity to honor

our country and reflect on the great liberties we are afforded as its citizens. In respecting such American principles as freedom of religion and freedom of expression, we recognize the right of an individual to choose and participate, or not, in our celebration of the national anthem.”

Eventually, Kaepernick and other sports personalities started dropping to one knee instead. A teacher tweeted Kaepernick, saying “I am a public school teacher. During our pledge today, six 5th graders took a knee.@Kaepernick7 : you did this. u r inspiring kids. Salute.” She then continues to tell how brave the five students were to stand out in front of their entire grade by kneeling and doing what they believed was right.

People with different political beliefs are defending the athlete, including a US veteran, who wrote a lengthy essay on Facebook about how he feels. He said that it is wrong

to tell someone in a free democracy to pledge their allegiance to anything; it would be going about the situation in a hypocritical fashion. He goes on to convince readers that it is part of his freedom of speech, expression, and protest to do exactly what he had done. Even if it is a sign of awareness for equality, many other citizens don’t see it that way. Many suggest that the act is unpatriotic and does not show respect for soldiers who fought for our freedoms.

Some football members are completely against kneeling down and claim it to be wrong. Most express their anger through social media forms, such as Twitter, Facebook and Instagram. Justin Pugh of the New York Giants posted on Twitter his personal opinion on the situation. “I will be STANDING during the National Anthem tonight. Thank you to ALL (Gender,Race,Religion) that put your lives on the line for that flag.”



Haters Back Off! Review

By Rachel Savona
Staff Writer

A new show has been added to Netflix, and I think we all know what it is. Starring Colleen Ballinger as Miranda Sings it's called *Haters Back Off*.

The YouTube phenomenon with trademarked sloppy red lipstick and uncomfortably awkward personality has accomplished great things. As a self-described “really famous actor, singer, dancer, model, and magician”, Miranda, as an overconfident and self-indulgent comedic character catches your attention and doesn't set it free for eight episodes.

This show follows the life of fictional character Miranda Sings on her quest for fame. She begins her career with a YouTube video of her singing a new version of “Defying Gravity” from the Broadway play *Wicked*, in a style SHE thinks is beautiful and angelic; in reality, however, she sounds as though she is getting a root canal without anesthesia. With support from her aspiring manager and Uncle Jim she downloaded it to YouTube.

Downloading this video to a common media outlet was the first step in Uncle Jim's delusional “Five Phase Plan for Achieving Fame.” The first step, make a viral video; second, televi-

sion; third, singing opera; fourth, movies; and once all of that was completed by Miranda, she would have adoring fans.

She even tries to have a concert that focuses on her and her beautiful voice, or as everyone else would refer to it: church choir. Shocked when her expectations did not meet the reality, they kicked her out, literally coaxing her off of the stage.

Episode after episode, she gets closer to fame, while introducing us to her family and lifestyle, never seen before on her internationally popular YouTube videos. For example, there's the ice cream boy, also known as her best (and only) friend Patrick. Patrick pulls up on a tricycle to the neighbors' houses with a cooler strapped to the rear. After he delivers Miranda her “froze toes” (an ice cream treat shaped like a foot), it is evident that Patrick finds Miranda's rude and outlandish personality endearing.

We also meet her younger sister, Emily, a responsible and put-together public high school student who is the complete opposite or her “aspiring celebrity” sister. She refuses to allow her classmates to meet or know of Mi-



randia and their relation, [MirandaSings.com](https://www.MirandaSings.com), which forces her to face some obstacles when, after a whopping fifty two views on her YouTube video, Miranda had a meet and greet, which she misspelled “meet and great” in the main hallway of Emily's school.

Haters Back Off is the kind of show that makes you say “what am I watching?” upon first glance, but as you watch and become involved in the plot, you become invested in her road to fame and cheer her on from the comfort of your living room.

Air Force Cadets Play Santa Claus



Air Force Junior ROTC students with some of the hundreds of gifts that will be distributed to children of Jackson families. From left to right, front row, Nate Santana, Amy Lynch, Deanna Walaszek and Jake Stevens. Standing, left to right, Sarah Widawsky, Christopher Chruszcz and Jon Patla.

GOING THE TROUT ROUTE (cont.)



Almost All Grown Up

The underlying environmental issue that this experiment delves into is the pollution of public bodies of water, and the effects of the pollution on a wide variety of species. Trout happen to be what is known as an indicator species, one that acts as an indication of the pollution present in an environment, and the release of the trout into the Toms River will provide a basis for the pollution in the body of water. Prior to the release of the trout, Mrs. Levine's students will test the pollution levels in the Toms River and record them in the field journal that they will be keeping throughout the process. The pollution testing and the realization of the

impact it may have on the juvenile trout allows the students to develop an appreciation of the environment around them, and consider the domino effects of water pollution. The release of the trout into the Toms River also acts as a means of stocking a natural body of water for recreational fishermen and replacing a dwindling species in the environment.

As a recreational fisherman myself, I realize the importance of stocking local bodies of water with native species of fish to ensure a productive fishing experience and replenish certain populations of threatened species. Mrs. Levine's project will contribute a large amount of juvenile trout to a local river ecosystem, boosting the fishing experience in the river and allowing the trout population to increase throughout the extent of the river. As long as fishermen practice catch and release fishing, the newly introduced trout population should remain steady and the experiment would have run its full and correct course, providing a fresh round of juvenile fish into the Toms River ecosystem.

Mrs. Levine's innovative Trout Eggs Project breaks barriers and sets the bar higher for students enrolled in her first-year class, and it provides a realistic basis for real world environmental issues. It's

interactive with its many student-delegated responsibilities such as keeping the field journal, decorating the tank, and maintaining the trout environment, all of which demand a respect for trout maturity and the time it takes to complete. The release of these trout also contributes a great deal to the recreational fishing community that practices catch and release, preserving the new population. Mrs. Levine's introduction of this project included a wide range of topics and encouraged hands-on interaction by her students, ultimately providing the basis for a complete understanding of a major environmental issue we face today.



Look How Cute They Are!

DODGE POETRY FESTIVAL 2016



TWO CHEERFUL POETS



FROM LEFT TO RIGHT: DYLAN MILLER, MAGGIE VARRELMANN, NETANYA FLORES, ARRIUS CLARKE, AND BRENDAN KOREY



THE INSIDE OF NEW JERSEY PERFORMING ARTS CENTER IN NEWARK, NJ



MASSIVE CROWDS

Seniors of the Month

What advice would you give to an underclassmen?



MARGARET VARRELMANN - OCTOBER

When you are in high school, do not think about how quickly you can leave, think of all the things that you can accomplish. Get involved in anything that interests you and do not be afraid to try something new. Talk to those who intimidate you and before you know it, you will be best friends. Do the things that challenge you and never give up on your dreams or more importantly, yourself, no matter what people say. When opportunity is knocking, open the door with a smile and the willingness to try. Have faith and trust in those who care about you and are always there to help. Do not be scared to ask for advice and always remember that no matter what happens there will be somebody to go through it with you. Memories made in high school can last a lifetime, so make as many you can during your years at JMHS. You will find that it is the best place for you to shine and become who you were meant to be!



DYLAN MILLER - OCTOBER

What are you going to miss most about JMHS?

The sheer amount of things to do here. Seriously, have you seen just how many clubs, activities, sports, extracurriculars, honor societies, academics, etc. we have here? It's incredible! From JTV to the musical to the newspaper to NHS to FBLA, I've had the opportunity to be involved in so much, and I'm not even in half of the things Memorial has to offer. I'm so honored to have gone here, and I don't think I'd be where I am today or where I am going if I hadn't taken advantage of everything here at JMHS.

What advice would you give to an underclassmen?



NICHOLAS MEEGAN - NOVEMBER

If I were to give any underclassmen advice, my advice would be to challenge yourself, do the best you can, and enjoy high school while it lasts. Throughout my years at Jackson Memorial, I have always strived to push myself academically through taking multiple AP courses between my junior and senior year. Through these classes, I have gained valuable life lessons, such as the importance of taking additional time to master material learned in class, and I have met some remarkable people along the way. While at times I felt overwhelmed with the amount of homework, studying, and effort that was needed to do well, I knew that all of my hard work would pay off in the end. Even though I may have done poorly on tests here and there, as long as I knew that I was doing the best that I could to succeed, I knew I would eventually triumph over defeat. One low test grade is never the end of the world, as there are always opportunities to bounce back. Lastly, not to sound cliché, enjoy your time in high school while it lasts, as it really does fly by. It feels like only yesterday I was a freshman, and now my senior year is almost halfway over. Live each day of school to the fullest, challenge yourself with your academic courses, and get involved with the various opportunities the school has to offer, and I can guarantee that your time at Memorial will be one of the most rewarding experiences of your life, like it has been for me.



ABRIYANNA FINLEY - NOVEMBER

What are you going to miss most about JMHS?

The memories I've packed into 4 short years of highschool are ones that I will never forget. Years from now, I will remember the people I've met, the dedicated teachers I've had, and each and every spirit-filled school event that made my high school experience what it was. My last days as a JMHS student are quickly approaching and it seems almost impossible to find a place that emanates such strong feelings of unity and togetherness as Jackson Memorial does. I can honestly say that considering the friendships I have made and the bonds I have created during my high school career, the people in JMHS are what I will miss the most. Thriving in an environment where you can't turn a corner without bumping into a friend is one of the many highlights of attending JMHS and an aspect of high school that I will always cherish. The relationships I've created within the walls of this school will last long after graduation day and will forever be the best part of my experience as a JMHS student.