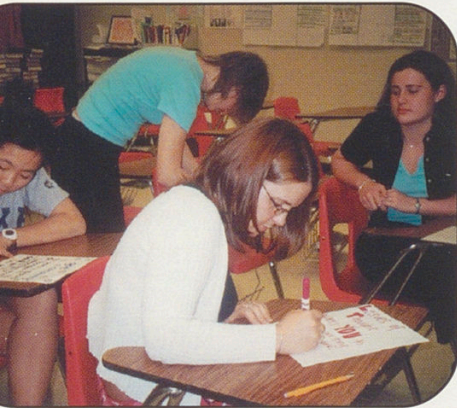


# Literary Liaisons



"I really enjoy expressing my feelings on paper,"

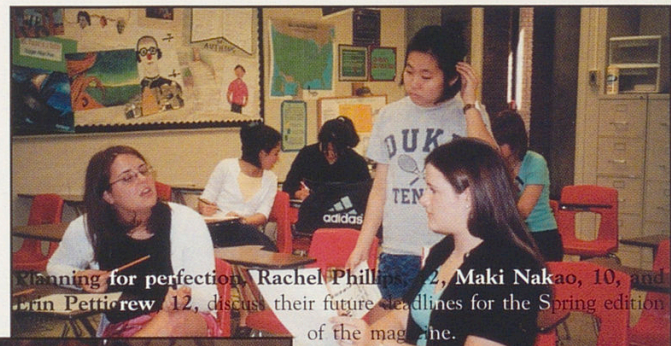
Erin Petticrew, 12.

Express yourself. Members of the *Leaves of Thought* staff did just that by gathering original work from students and creating the literary magazine. The seven compilers began with anywhere from 100 to 150 submissions of poetry, narratives, essays, and artwork. All submissions were graded by three people in a thorough process of elimination that narrowed the selection down to 50 or 75 pieces to be published in the magazine.

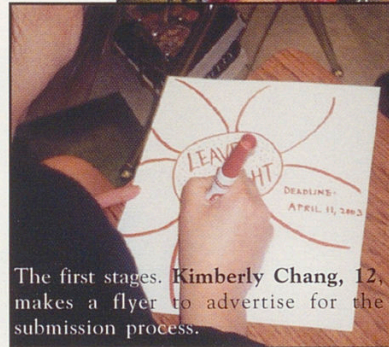
The two illustrators added their creative touch before copies were made, manually bound, and sold throughout the school.

"The entire process takes place over a few months' time," said **Rachel Phillips, 12.**

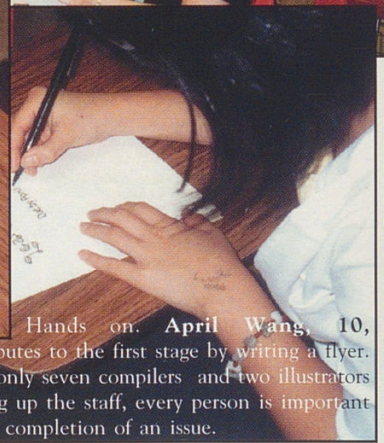
If you looked through an issue, it was obvious that most submissions the staff received were poetry. Staff



Planning for perfection. Rachel Phillips, 12, Maki Nakao, 10, and Erin Petticrew, 12, discuss their future deadlines for the Spring edition of the magazine.



The first stages. Kimberly Chang, 12, makes a flyer to advertise for the submission process.



Hands on. April Wang, 10, contributes to the first stage by writing a flyer. With only seven compilers and two illustrators making up the staff, every person is important to the completion of an issue.

members worked hard after school at least once each week to publish *Leaves of Thought* twice over the course of the school year; once in the winter after exams, and once in the spring. Their hard work was rewarded because they usually sold about 200 issues.

"*Leaves of Thought* has given me the opportunity to appreciate the immense creative talent at Sycamore, and knowing that I've helped put together a compilation of that talent is a great feeling," said **Emily Rock, 11.**

By Jessica Zanger

## the Write Stuff

By Anne Willis

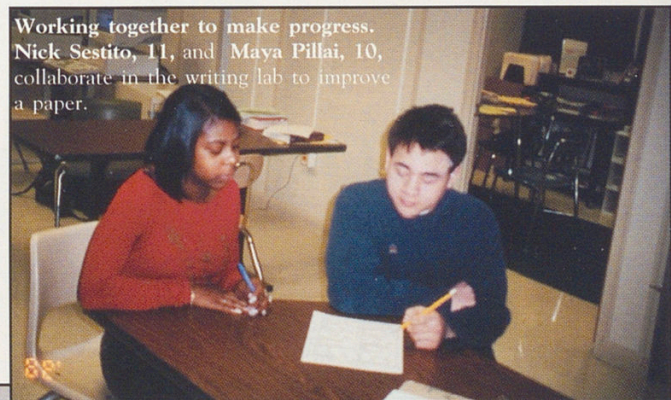
Lending a helping hand. A writing center tutor is a student or teacher who volunteers their time to help English students revise papers, improve grammar and style mistakes, or simply aid them in improving their writing. Located in Room 115, a tutor was always available when students needed them.

"I have used writing center tutors in the past when I have had a big research paper due, they really are a great help," said **Ben Mazer, 11.**

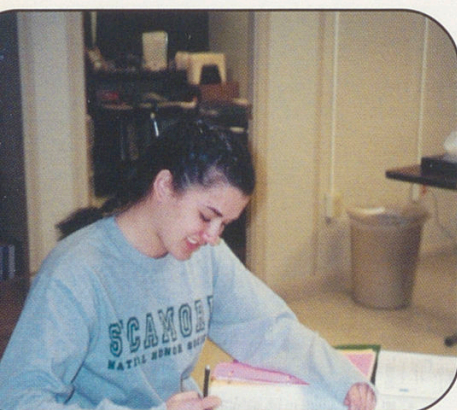
Many teachers chose to be a writing center tutors because it was a chance to help students improve their writing outside of the classroom.

"I am a writing center tutor because I like being able to help a student improve their skills. The nice thing about the center is that the students don't ever have to feel as though they can not receive help, there is always someone here for them," said **Mrs. Johanna Gordon.**

Whether a student needed help improving a



Working together to make progress. Nick Sestito, 11, and Maya Pillai, 10, collaborate in the writing lab to improve a paper.

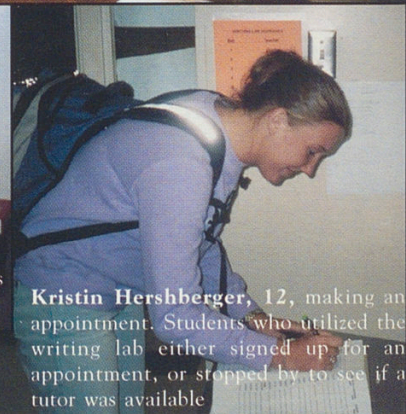


"Working in the writing lab helped me improve my own writing, and it was also great to see how I was helping others,"

Laurie Domas, 12



Mrs. Johanna Gordon grading papers while she waits for her next student.



Kristin Hershberger, 12, making an appointment. Students who utilized the writing lab either signed up for an appointment, or stopped by to see if a tutor was available.

short story, revising a research paper, or a second opinion on their poetry, the writing lab and writing center tutors were always available.