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New elementary school construction to finish by fall 2020

Features of building to accommodate new style of learning

By Jenna Cirella
INDEPENDENT EDITOR

With construction beginning in June last year, the Manchester Memorial Elementary School's academic wings will be finished for students to attend in fall 2020, Superintendent Pamela Beaudoin said.

"It's on budget, and it is on time. With the rate that we are going, the academic wings are going to be open in the fall, and the kids will be moving into all new academic classrooms," she said.

While students attend school, the construction for the remaining parts of the school will continue throughout the school year. The principal's office, the gym, the nurse's office,

and the cafeteria will be built last.

Although the layout is different, the size of the school will remain generally the same. The old school is 76,000 square feet and the new school will be about 84,000 square feet, Beaudoin said.

She said the biggest difference in the new school is the fact that there are two floors as opposed to the ranch style of the old school.

"They built in a lot of nooks and learning spaces that are outside of the classroom as well as a two story atrium entryway where

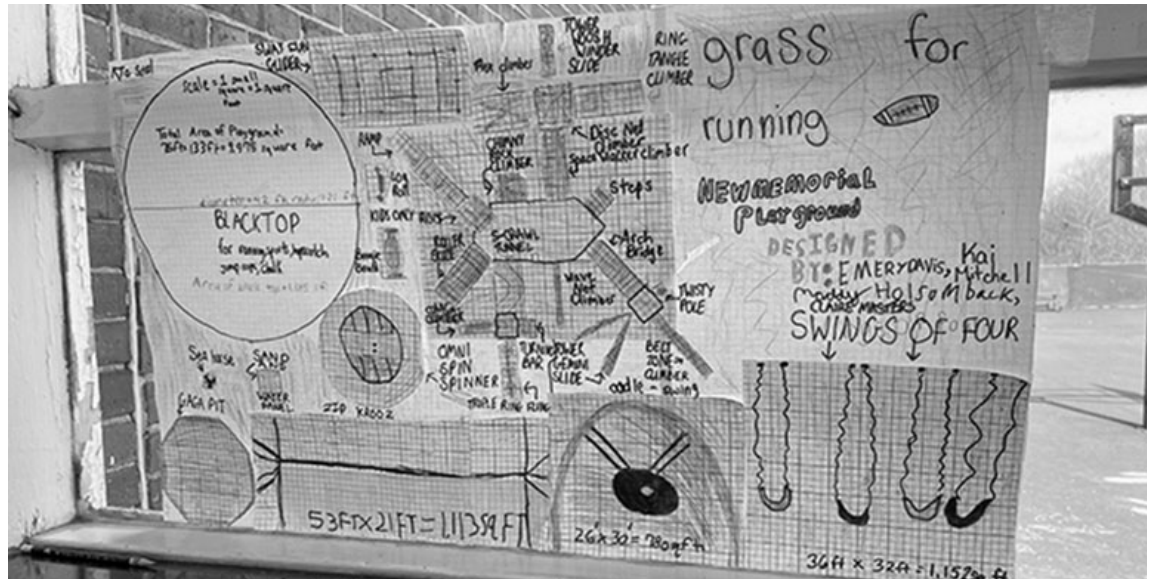
'They built in a lot of nooks and learning spaces that are outside of the classroom.'

-PAMELA BEAUDOIN

the library is going to be upstairs overlooking it," Beaudoin said.

The new design and layouts of the classroom are being made to help teachers alter their learning strategies by encouraging group work, Beaudoin said.

"Just like the set up of the learning commons, the stacked seating and comfortable chairs



JENNA CIRELLA PHOTO

Students at the Memorial School created potential designs for a playground at the new school in their classes. The classrooms in the school will be finished in the fall of 2020, followed by other areas.

will be scattered throughout the school, so kids can go out and do their reading groups in different spots," Beaudoin said.

Another big change within the school will be the setup of the gym and auditorium.

"The gym and auditorium will be together and connect to the cafeteria, so it's going to be a

huge auditorium space. It is going to have a formal stage, theatre lights, sound system and a jumbotron for people who are sitting in the back," she said.

High school and middle school students will be able to use the new gym for sports and other after-school activities because it will be built to standards, Beau-

doin said.

She said that the construction has been integrated into the curriculum of the students this year.

"At one point they had the different stages of the project displayed on the wall for the students to look at, and the construction team and architects came into

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'The Losers' Club' advances in competition to Semifinals

By Carson Komishane
INDEPENDENT STAFF

Students in the Drama program are performing the Dramafest play "The Losers' Club," a 40-minute play addressing current issues in today's society, in the Semifinal round of the competition.

They moved onto the semifinals after the first round on Feb. 29 for the first time since 2011.

The play features a group of high school students, who may not be the typical group of students seen as popular and who attempt to convince two school bullies that they need to take responsibility for their actions, Dramafest director Gianna Bagiloni said.

The group of students in the Losers' Club have features that students often get bullied for in schools. Some of these include



CARSON KOMISHANE PHOTO

The drama program moved to the Semifinal round of the competition with their performance of 'The Losers' Club.'

hearing aids, physical disabilities, speaking disabilities, dressing differently, being overly interested in academics, and more, she said.

"This play is very relevant and poignant to what is going on today, but it is done in a really funny way," Bagiloni said.

Sophomore Gelsey McCue plays one of the bullies. Her character, Tawny, is fighting for Homecoming queen as the play begins. She is interrogated by the

Loser's Club along with football star Joe, she said.

"My character is very rude, and she is a very bad person, but I love to act as her because she makes funny comments in the play. I love the cast, and being able to move on to the semifinals for the first time since 2011 is amazing," McCue said.

Sophomore Emmet Sheahan plays Joe, the other bully alongside McCue. He said he has loved

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New academic, behavioral dean seeks to improve procedures, form relationships

By Hannah Freeman
INDEPENDENT EDITOR

New Academic and Behavioral Dean Craig Macarelli said his first year at the school has

been productive and exciting as he explores the new role.

"The year has been busy. It's been cool because it's not only a new role for me but also a new role in the school.

[I am] the first person in this restructured role with the separation of the athletic director and academic dean, so I've really [been able] to figure out how to make it my own, which has been really fun," he

said.

Macarelli said being a newcomer to the school has allowed him to analyze current policies and identify potential areas for improvement objectively, including the new detention referral forms.

"I've been able to look at everything through an unbiased lens, which has been great. I've gotten to look at everything as a whole and find areas where we can refine or change things to make it better for everyone," he said.

'I've really [been able] to figure out how to make [the position] my own, which has been really fun.'

-CRAIG MACARELLI

Macarelli said something he appreciates about the position is the opportunity for him to expand his understanding of the role of administration in the school.

"I've had the opportunity to go out to so many helpful, professional development programs. Earlier this month, both I and some of my colleagues went to Yale for a national conference

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DECA competes at States, students qualify for Internationals

By Emma Ketchum
INDEPENDENT STAFF

Business teacher Dean Martino said nine out of the 48 DECA students who competed in the state level DECA competition at the Hynes Convention Center in Boston qualified for Internationals in Nashville, Tenn., and will compete against 21,000 students from eight different countries.

DECA state officer Anton Kozyrev qualified for Nationals for his third year in a row, placing second at States this year.

The team consisting of Juniors Madison Lawler and Dasa Hase achieved first place in their event of Travel & Tourism Marketing Team Decision Making One, also

qualifying for a spot at the international competition, Martino said.

Junior Isabella DiPasquale placed first in her category of Principles of Hospitality and Tourism, and qualified for Internationals, Martino said.

Junior Amelia Laino, junior Alexandra Rouillard, sophomore Aidan Cunningham, junior Leilani Brown and sophomore Lynn Benali, also qualified for Internationals.

At States, the students competed against the top four competitors in each category from each of the eight districts in Massachusetts, Kozyrev said.

Students completed their online exams in February, and while in Boston, they analyzed two

timed-business case role plays, developed solutions to the cases, and then presented their solutions in front of industry professionals. The three scores are combined, and the five highest scoring students compete at the international level, Martino said.

Kozyrev said his favorite part of the competition is the opening ceremony when the 3,500 competitors gather in the auditorium in Hynes Convention Center because that is when the state officers do the most speaking.

"It's such a thrill when you get to speak to such a large crowd," Kozyrev said.

Martino said he thinks the event has a lot of value for high school students.

"I always enjoy the energy and opportunities of the event while observing students meeting the challenge of the role plays," he said. "The DECA state competition is an excellent growth experience."

**'I always enjoy...
observing students
meeting the
challenge of the
role plays.'**

-DEAN MARTINO



COURTESY OF DEAN MARTINO

Juniors Alexandra Rouillard and Amelia Laino achieved second place with their second role play and qualified for Internationals.

LEGO Education Concept Manager visits, observes Interactive Design projects

By Olivia Turner
INDEPENDENT EDITOR

LEGO Educational Concept Manager Yannick Dupont and Sara Wilner-Giwerc, a student in Mechanical Engineering at Tufts University, visited the Interactive Device Design class.

The class, taught by computer science teacher Steve Cogger, used LEGO Mindstorms robotics materials to create interactive devices with varying functions. Students tested the devices on March 4 when Dupont and Wilner-Giwerc visited the classroom.

According to LEGO Education, LEGO Mindstorms "engages and challenges students to practice STEM and robotics skills in a 'near real world' environ-

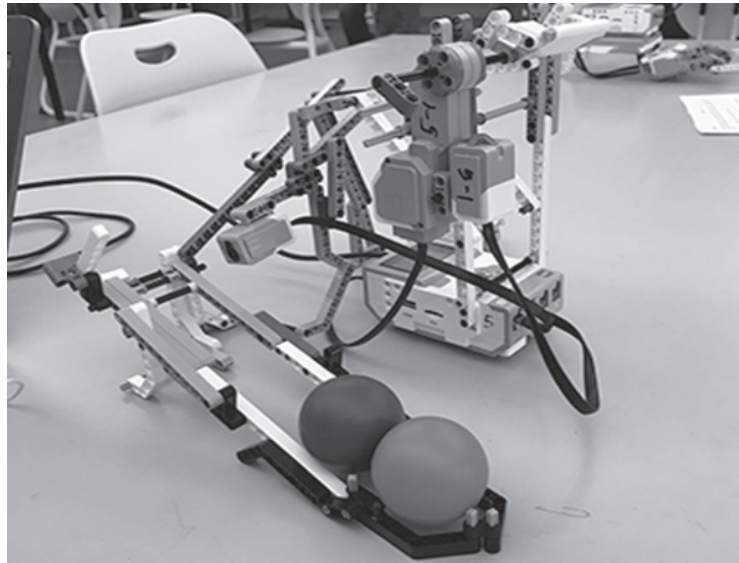
ment, preparing them for college and [a] career in the technology infused world."

Cogger said his Interactive Device Design students had just finished their first design with the LEGO Mindstorms educational materials.

The LEGO Mindstorms programming software is a version of Micro-Python in a new and more simplified programming environment.

Senior Kara Glynos, a student in the class, said she appreciates the ease of programming with this software.

"I like how simplified the coding process is as well as how easy it is to connect and build the pieces in the set," she said.



OLIVIA TURNER PHOTO

Senior and Interactive Device Design student Kara Glynos created a device with LEGO Mindstorms educational materials for her Interactive Device Design class. The device operates with sensors to identify the color of each ball rolling on the ramp.

Cogger said Dupont was visiting in order to observe an instance of LEGO being used in a classroom.

Dupont said he was a teacher

20 years ago, and after moving out of teaching, he wanted to remain engaged with curriculum development.

He said he currently works at

LEGO to write lessons and experiments for both teachers and students to use.

"We came here to visit and see some cool ideas and get inspired by the work of teachers and students," Dupont said.

LEGO Education works with the Tufts Center for Engineering Education and Outreach to provide middle and high school students with new ways to learn computer science and engineering concepts.

"Already in the last 20 years, things have changed so fast, and they will keep changing... I think it's important to follow the evolution of technology and the evolution of computer science," Dupont said.

Dupont and Wilner-Giwerc observed the devices that the students produced and tested in class.

"I think it's very fun to see students being engaged with our materials and that type of technology," Dupont said.

English classes test new journaling program to facilitate writing, enhance revision skills

By Anton Kozyrev
INDEPENDENT EDITOR

In the interest of establishing a focus on the revision portion of writing, the English department is piloting three new journaling programs.

The current journaling program used by the entire English department requires students to write one journal entry, followed by a review of a classmate's journal entry the following week. Journals and reviews are given a grade out of 15 points.

Several English teachers are testing the implementation of a third stage of the journaling process – a new revision stage.

"We're going from a two-week cycle to a three-week cycle ... the students are using the feedback in the journal reviews to revise

Two journaling pilots are using a Google Form for journal reviews. Students will use the feedback to edit work.

their journals, which also counts for a grade," English teacher Dan Koughan said.

Koughan's junior students say the new program gives them

more of a chance to review their work and pick up on details not noticed earlier.

"I like it ... it's a really good idea to encourage us to revise,

because I know [that] there are lots of students who treat journaling as something you just have to do ... this way it's helping us to become better writers since we're also working on our editing skills," junior Hattie Wilson said.

English teacher Mary Buckley-Harmon is also employing a three-week cycle, although her sophomore classes are using a Google Form for the review process. The form asks reviewers to look at specific areas of the writing such as mechanics, organization, and word choice, she said.

The feedback from reviewers populates a shared Google spreadsheet where students can see the reviews of their journals, Buckley-Harmon said.

Sophomore Emilia Cicala, one of Buckley-Harmon's students, said she prefers having the more structured format for reviewing of journals as opposed to the previous format.

"I like it a lot. I really like the

comment forms better because it really forces the commenter to look at all aspects of your journal, instead of just choosing grammar or punctuation," sophomore Emilia Cicala said.

English teacher Elizabeth Edgerton has also incorporated the Google Forms as a tool in reviewing of journals, although her freshman class will be conducting one journal revision at the end of the quarter.

"My system is a little bit different than what the other classes are using; I'm doing a journal-review pattern, and then at the end of the quarter, they'll pick one journal to revise – completely up to them," she said.

The English department will meet at the end of the year to review the various journaling pilots and then decide whether to choose one of the pilots or keep the original system for the upcoming school year, Koughan said.

Green Team students write to environmentalists, heroes

New projects connect school to outside world

By Domino Morris
INDEPENDENT EDITOR

Green Team students are participating in a new project this year that consists of emailing a letter to their favorite environmental activists, one being a politician, science teacher Keith Gray said.

He said the purpose of the project was to teach students how to connect with others outside of the school's community and make students realize that their heroes are simply ordinary people.

"I wanted to bring the larger sustainable community into the classroom," Gray said.

Within the letter, students were expected to thank their heroes, explain the Green Team program, and connect their own environmental projects to their chosen envi-

ronmentalists' work, he said.

Junior Lily Athanas received one reply so far from Alice Hill, the senior fellow for climate change policy at the Council on Foreign Relations. Athanas said she wrote to Hill because "she has done a lot of good work to raise awareness for the [environmental] issues."

Athanas said she enjoyed receiving Hill's reply because she thanked her for Athanas' work on tackling climate change.

Senior Penelope Rodier said she wrote to Rachel Kyte, a former Special Representative of the UN Secretary-General for Sustainable Energy for All and Co-Chair of UN-Energy, and to a climate scientist and writer Kate Marvel. She said also received responses from them both.

Rodier said she emailed Kyte because "she admires her efforts to provide affordable and sustainable energy sources." She wrote to Marvel because she has helped ensure the public's access to accurate weather predictions, which is essential knowledge for the future, Rodier said.

She said she liked the project because



DOMINO MORRIS PHOTO

Green Team scholar junior Lily Athanas wrote a letter to Alice Hill, the senior fellow for climate change policy at the Council on Foreign Relations, as a part of a new project to connect the Green Team with members of the greater community.

she was able to connect with unsung environmentalists and learn more about their less recognized, yet important projects.

Rodier said she also liked sharing gratitude, and she thought it was very satisfactory to receive responses.

In both Kyte's and Marvel's replies, they

thanked Rodier for her work as well as the school's efforts towards sustainability, she said. Rodier said they said they were especially glad to see the younger generation working hard.

"It felt good that our school was recognized for its efforts," she said.

Week of Gratitude builds appreciation within school body, greater community

Students, staff give thanks through cards, kind gestures to peers, friends, coworkers

By Mia Cromwell
INDEPENDENT EDITOR

During the Week of Gratitude, which took place the week before February break, students, faculty, and staff showed their appreciation for their coworkers and peers by making thank you cards, guidance director Beverly Low said.

"The Week of Gratitude is really designed to give people, all people in the school, an opportunity to just hit the pause button and think about someone who did something nice for them, someone who is worthy of a thank you," she said.



MIA CROMWELL PHOTO

Juniors Bonnie Gerhardt and Stephanie Pratt and seniors Olivia Mariotti and Christina Bullock write cards for their teachers during the Week of Gratitude.

Low said on the final Friday of the Week of Gratitude, the peer mentors delivered handfuls of cards to individuals throughout the building. She said showing appreciation for others can improve an individual's mental health.

"The idea of pausing to show gratitude

is actually very calming. It helps reduce stress. It forces people to... take a moment and be mindful of what they are doing and actually think about someone in their life that's played a role," Low said.

Peer mentor senior Cagney Pallazola said acknowledging meaningful people in

one's life can have a positive impact on others.

"We just have a good school environment like a lot of supportive teachers and stuff, and I think it's important to let them know you appreciate them for everything they have done, and that goes for students too. You can write a card to one of your friends just to let them know they mean a lot to you," she said.

Additionally, Low said teachers appreciate receiving letters from students they have positively influenced.

"There were a couple of teachers that might have had a student in class but didn't realize the impact that they had on that person, so that was really nice," Low said.

Science teacher Keith Hartan said he enjoyed getting several cards during the Week of Gratitude from students and teachers.

"It felt really nice receiving the cards. I mean, somebody is acknowledging that you are doing something nice, and it doesn't happen very often necessarily, so it's nice that somebody recognizes you in that way," he said.

CONTINUATIONS

ELEMENTARY

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a school meeting and presented the progress each month," Beaudoin said. Principal of elementary school, John Willis, said he was very nervous about having the construction happening so close to where the kids were learning.

"For maybe two or three weeks the building was shaking to the point that pencils and chairs were falling off of the tables, so the students were really distracted and were looking out the window. Once the frame went up, and they enclosed it, it's almost as if nothing happened," he said.

The construction workers have been working around the school's needs and have helped the students stay engaged with the whole process, Willis said.

"They came and gave a presentation to the kids that included a movie that they filmed with a drone, and the kids really loved that. We also have the different renderings of what it is going to look like displayed in the hallway for the students to see," he said.

Senior Samantha Cawley who attended Memorial School, said that she is glad that they are finally building a new school.

"I am really happy that they are updating the resources and overall school. When we were there, things were very outdated, and in a sense it infringed on us learning to the fullest extent," she said.

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the process of preparing so far. "My favorite part of the process is the sense of true community that everybody has. This show would not have worked or happened without the combined, incredible effort from every single actor in the cast," he said.

This is Bagiloni's first year running the Drama program. She said she loves everything about the cast and crew.

"This group completely exceeded my expectations. My favorite part about this group is the general sense of community. We have really come together and I like that everyone supports each other, including me. The cast has been amazing with helping me get myself organized," Ba-

giloni said. Due to COVID19, the semifinal round of dramafest has been canceled. A modified event will take place on May 29-31.

MACARELLI

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with RULER. Having the opportunity to do stuff like that and network as a professional has been really good," he said.

Principal Patricia Puglisi said that Macarelli has been helpful in reviewing school policies and finding solutions, as he did with the detention referral policy.

"He is focusing on reviewing our general processes and thinking critically about them. He has been consistent so far about his follow-through on things, which has been really helpful," she said.

Macarelli said he has also gotten to focus on working with students on mental health alongside the guidance department and academic center, something he hopes to build off of in the future.

"My passion is really about student social and emotional health. I like to think that I have established myself as someone that students can trust to come to and work

with as a resource for difficult situations, which is definitely something I am proud of," he said.

Senior Maxine Hickey said Macarelli has been a positive addition to the school.

"He really cares about the students and wants to improve issues in the school in a way that benefits everyone," she said.

Macarelli said he hopes to bring consistent practices to the school to make processes more streamlined.

"I like to think that I'm starting to establish some more consistent procedures and protocols about things like detention referrals," he said.

Macarelli said that going forward, he hopes to continue the success he has already had implementing new policies and working with students.

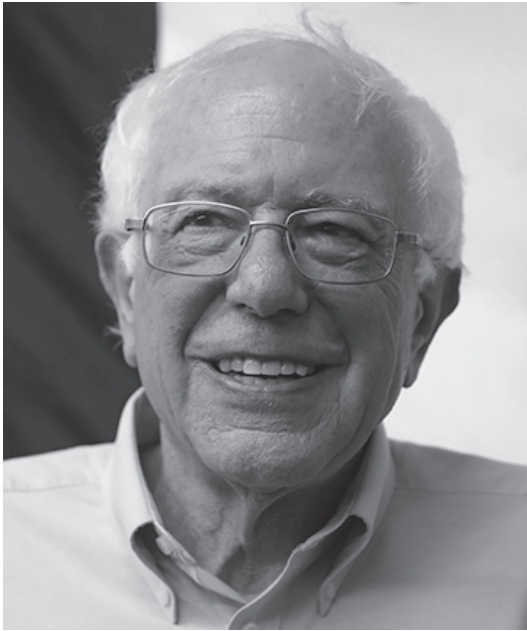
"I can't believe it's already March. This year has flown by. For me, that's super exciting because I have gotten to see how the students and staff are operating and interacting in the building. It will be really helpful to have this understanding when moving into next year because now I'll get to make some changes and recommend some things that will benefit everybody," he said.

Primary election results show potential candidates

Joe Biden leads on Democratic side followed by Bernie Sanders, President Trump leads Republicans

According to the Associated Press, as of March 16, on the Democratic side, former Vice President Joe Biden has 1,181 of the 1,991 delegate votes needed to secure the spot as the Democratic candidate. Senator Bernie Sanders, who is in second place, has 885 of the votes. So far, 2,234 of the votes have been cast, so as primaries continue to happen, the results will change. Also according to the Associated Press, current president Donald Trump has secured 1,339 of the total 1,276 Republican delegate votes needed to secure his candidacy, meaning he is the Republican candidate in the 2020 presidential election.

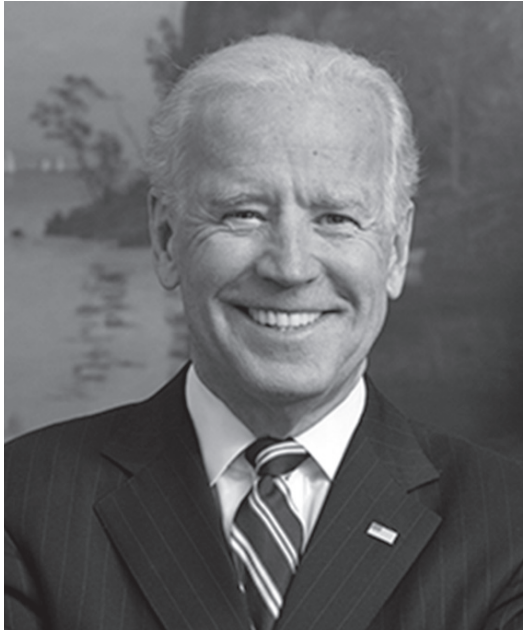
Bernie Sanders



WIKIPEDIA PHOTO

Sanders won Vermont, his home state, Colorado, and Utah on Super Tuesday. According to his campaign website, Sanders' platform is focused on taking the necessary steps towards achieving the Green New Deal, providing Medicare and a college education to all, and creating a safe and welcoming America for people across the world. While Sanders is currently trailing Biden by 296 votes. There are still delegates who have to cast their votes, so he cannot be entirely ruled out.

Joe Biden



WIKIMEDIA COMMONS PHOTO

Biden won the primaries in Virginia, Alabama, Arkansas, Massachusetts, Minnesota, North Carolina, Oklahoma, Texas, and Tennessee on March 3, or Super Tuesday. His platform, according to his campaign website, is based around rebuilding the middle class, respecting leadership on the world stage, and including everyone in our democracy. Biden, as of right now, is in the lead on the Democratic side, and may be the Democratic candidate in the election.

Donald Trump



FLICKR PHOTO

Trump won in every state that held their primaries on Super Tuesday, and has won every Republican primary since. His reelection campaign, according to PBS, is similar to his platform in 2016, which includes focusing on reducing undocumented immigration and immigration reform, lowering taxes on individuals and corporations, and repealing Obamacare. Since he is the incumbent, it was likely that he would secure the spot at the Republican candidate.

Students vote in primaries, fulfill civic duty on Super Tuesday

Paige Mandia



PAIGE SWANSON PHOTO

Why she voted:

"I have always been extremely passionate about politics, especially since 2016, and I believe that every vote counts, so, I wanted to get out there and show support for my candidate. It also just felt really good voting... I'm just extremely dissatisfied with the current administration, and it would feel wrong for me to sit back and not do what I could about it."

How she educated herself:

"I watched all the Democratic debates, read articles, watched the news, and talked to people around me, especially the ones who are educated and could give me a non-biased answer."

Henry Conway



PAIGE SWANSON PHOTO

Why he voted:

"I voted to fulfill my duty as American citizen. I think that all people who can vote should vote because it is their country and their future. I think there should be some level of knowledge about the candidates and their policies, because it seems like some people just vote with who other people are voting for."

How he educated himself:

"My family has political discussions, so I was able to inform myself through those. I also did research into the candidates and what their platforms were so I could choose who I aligned with the most."

Tucker Hoff



PAIGE SWANSON PHOTO

Why he voted:

"I voted at the elementary school on Super Tuesday because it is my duty as a citizen. Plus it is just kind of fun and interesting to do it for the first time. My main reason was just to vote. I hadn't been able to vote, so why not vote the first time I'm eligible."

How he educated himself:

"I had always known who I was going to vote for since 2016. I love listening to NPR, though, and I got a lot of my information from there. I also try to listen to what other people have to say to inform myself."

Students compete, use knowledge from biology in March Mammal Madness

By Thymen deWidt
INDEPENDENT EDITOR

For the last few years, the science department has participated in March Mammal Madness so students can apply newly learned skills and gain extra credit opportunities.

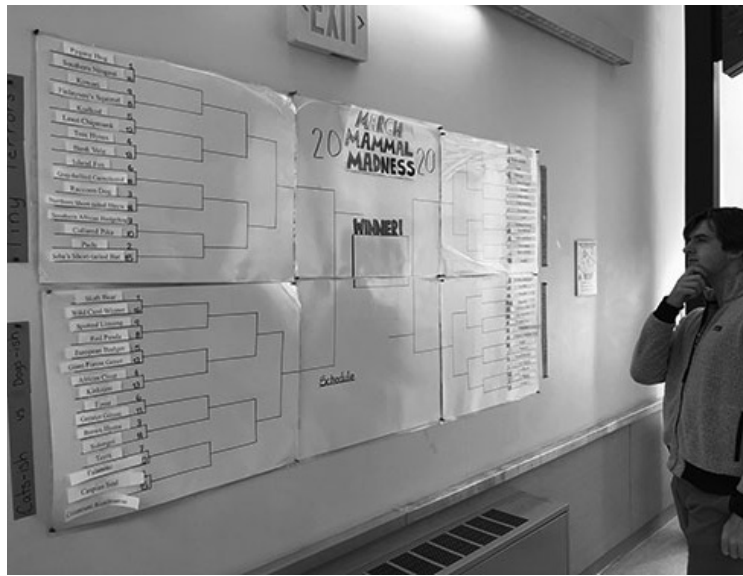
March Mammal Madness is an alternative March Madness college basketball tournament that involves simulated combat between animals. The tournament is run by a team of evolutionary biologists who use science and probability to determine the outcome of the events.

Kristin Umile, head of the science department, said she enjoys doing [March Mammal Madness] each year because students can incorporate their skills from class into designing their brackets.

“It’s definitely a lot of fun, and it’s nice to see all the students learning about [the mammals] and their traits. It’s nice that they get to use their [previously attained] knowledge,” she said.

In preparation for the tournament, students are required to research all the participating mammals and identify different traits, behaviors, and more.

“Each table group researches one category, [and then], we



THYMEN DE WIDT PHOTO

Senior Nils Taylor observes the four groups of animals in the bracket for this year’s March Mammal Madness competition.

combine all the information so that students are able to build their individual brackets,” Umile said.

Kellen Furse, a senior in Umile’s AP Biology class, said he believes March Mammal Madness is a good opportunity for him to learn more about interesting animals. He also said it’s fun to do science related activities with his class-

mates.

“I like the competitive aspect of it. It’s fun to see how my bracket does compared to others

in my class,” he said. Alongside the learning and competitive aspect of the tournament, active participation can give students extra credit on in-class assignments.

Senior Nils Taylor said he enjoys having the opportunity to get extra credit. “March Mammal Madness is a great opportunity to further my vast interest in mammals and get paid for it in knowledge and bonus points. It’s just super fun, and I often [envision] the matches between different animals,” he said.

The tournament has a total of six rounds consisting of round one, round two, sweet sixteen, elite eight, final four, and the finals, and it takes place throughout the entirety of the month of March.

‘March Mammal Madness is a great opportunity to further my vast interest in mammals and get paid for it in knowledge and bonus points.’

-NILS TAYLOR

English teacher hopes to bring students relaxation through yoga

By Sofia Gillespie
INDEPENDENT EDITOR

English teacher Mary Buckley-Harmon has recently created a weekly U block session in her classroom focused on yoga and relaxation so that students feel less stressed during the school day, she said.

Buckley-Harmon said she started doing yoga earlier this winter by following YouTube videos made by the account “Yoga with Adriene,” which she is now using during the U block sessions for students to follow along with.

After a period of following the YouTube videos, she went to a hot yoga class with history teacher Lauren DuBois at the studio Elephant Tree in Ipswich.

“I went to my first class and was completely blown away. I felt so relaxed and so cared for, and I knew that I had to keep doing this,” she said.

Buckley-Harmon said she saw other students and faculty of Manchester-Essex at yoga classes and thought of bringing yoga into the school.

Buckley-Harmon said she borrowed the idea from her friend who teaches at Ipswich High School who started doing yoga



MARY BUCKLEY-HARMON PHOTO

Seniors Mia Cromwell and Sofia Gillespie use their U block to do yoga and give themselves a relaxing break in the day.

with some of her students.

With help from seniors Claire Gendron and Sofia Gillespie who attend classes at Elephant Tree, Buckley-Harmon established a group to do yoga every Thursday during her U block.

“I always love going to yoga and feeling relaxed afterward, and I figured it wouldn’t hurt to add that into my day in school,” Gendron said.

There have been two yoga sessions so far, with three participants the first time and five the second time. Sophomore Sarah Baker, who said she often goes to yoga at the Manchester Athletic Club, joined the second class.

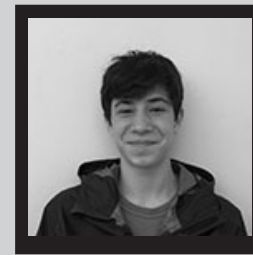
“The class definitely got me

more relaxed and focused in my other classes,” she said.

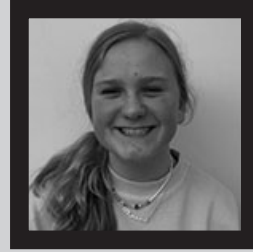
Buckley-Harmon said she hopes beginners to yoga will feel comfortable joining the group, similar to the way that she is a beginner to yoga as well.

She said practicing yoga has given her an opportunity to take time out of her schedule to focus on herself.

“It just gives me this one bit of time that is completely just for me, and I so rarely have that. I think that the focus on breathing really relaxes me. I feel way stronger from it. The yoga community is so kind and welcoming and focused on feeling good; it has given me an outlet,” she said.



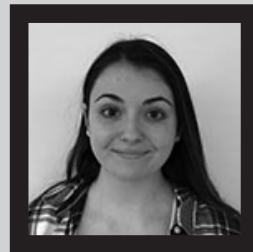
Freshman Jackson Williams:
“All I want is recess.”



Freshman Maddie Schlegel:
“I think it would be really cool if we had a drama class. I know a lot of people would join and enjoy it.”



Sophomore Matthew Blackman:
“I would like to see a videogame club where students could play different games on different consoles together.”



Sophomore Gelsey McCue:
“I want a bigger budget for the drama/theatre department.”



What is your dream addition to the school?

Junior Olivia Renzi:
“We should add vending machines to the school.”



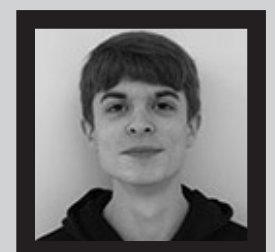
Junior Finn Carlson:
“It would be nice if our school had a track.”



Senior Paige Mandia:
“I wish our school would fund the drama and theatre department more.”



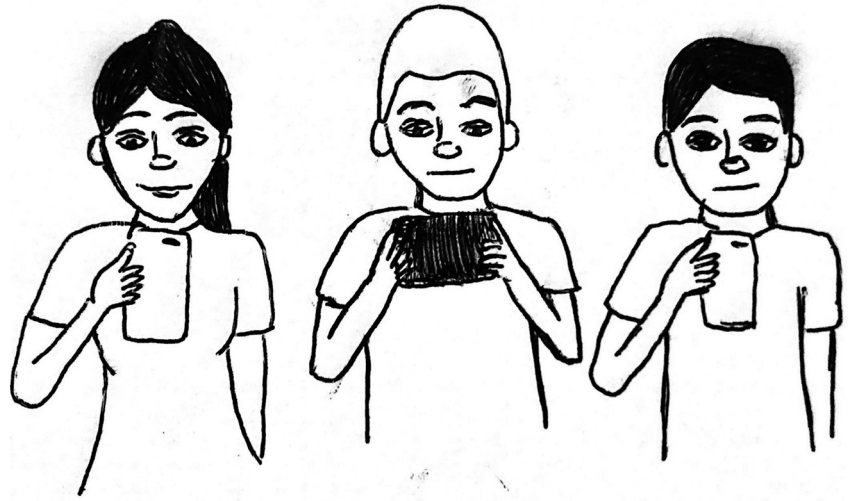
Senior Kevin Hines:
“I want our school to have a Dunkin’ Donuts or a coffee shop because sometimes I get desperate.”



Phone addiction

By Sofia Gillespie
INDEPENDENT EDITOR

In a world that is becoming increasingly dependent upon technology, the current generation of emerging adults is constantly adapting to and experiencing some of technology's harmful effects. Growing up with technology at our hands at any given moment has given us a highly interconnected world, and while there are benefits to societal changes like this, it will also hurt the coming generation through the repercussions of phone addiction.



IZZY DIPASQUALE GRAPHIC

Research reported on the "60 Minutes" episode titled "Brain Hacking:"

When people don't check their phones for a long period of time, the steroid cortisol is produced more rapidly in the brain, which creates feelings of anxiety and forces people to check their phones.

Recommended tips to reduce phone addiction:

- Recognize the triggers that make you reach for your phone
- Set goals for when to use your phone
- Turn off/put your phone on do not disturb during specific times when you need to focus
- Don't bring your phone to bed
- Delete social media apps (long-term or temporarily)

Statistics from our school's Google Form of 77 responses

- 50% of the students who responded to the survey reported three to four hours of screen time per day
- 60% of students who responded to the survey reported that social media makes up most of their screen time
- 48% of students who responded reported not trying to limit phone usage
- 52% of respondents reported trying to limit phone usage

Research on phone addiction indicates that its effect can include:

- Depression/loneliness/anxiety
- An increase in stress
- An inability to focus
- Disturbing sleep patterns
- Encouraging self-absorption

History teacher Abigail Donnelly:



"For me, it comes down to sometimes catching myself and realizing 'I've been on my phone for a long time and I need to put it down and do something else.' A lot of it is exerting will power, which isn't always easy."

Senior Lars Arntsen:



"The best thing I do is go to sleep every night and never use my phone in my bed. It's a lot easier to fall asleep that way... Because I don't use my phone a lot, people get mad at me for it more often, but I'm okay with that if I'm not on my phone all of the time."

Senior Sophia Pomeroy:



"I can go a while without my phone, but as a teenager, your life is kind of on [your phone] with Snapchat, Instagram, texting, and Tik Tok."

Spanish teacher Robert Bilsbury:



"I feel like I'm in an okay place with my phone, in that I don't overuse it. I try to make screen time something I am consciously doing for a reason, instead of just kind of mindlessly doing."

History teacher Jessica Tran:



"Every day when I walk through the hall... kids go right to their phones. They're on their phones, and there seems to be a lot less swinging-the-breeze chit-chat. It seems more isolating; I don't know if it really is, but that is what it appears to me. It's concerning for the future when we are trying to give kids the means to learn how to have conversations with one another."

Tactical voting

Should people vote strategically?

Pro

By Olivia Turner

For as long as the United States continues to operate under a two-party system, tactical voting remains the surest way for voters to prevent an undesirable outcome. The 2020 presidential election is an example of a situation in which tactical voting could benefit voters. Tactical voting is crucial for Democrats who want to prevent the reelection of President Donald Trump in the 2020 presidential primaries.

According to the Pew Research Center, “Many Democrats are uncertain if their party’s still-to-be-determined nominee can defeat Trump in the general election,” but their “preferences for the nominee are deeply divided along ideological and demographic lines.”

Because there is no clear leading Democratic candidate, by voting tactically in the primaries, Democrats can nominate the candidate who they believe will be the most likely to beat Trump in the general election.

In a country with such a large partisan divide, a moderate Democratic candidate has a greater likelihood of winning the general election than the favorite of the Democratic Party.

Republican voters may choose to vote for President Trump if there is not a moderate option and the Democratic candidate is too liberal.

According to the Federal Election Commission, in the 2016 election, Hillary Clinton and Donald Trump combined received only 94.27% of the popular vote.

If fewer people had voted for third-party candidates and instead voted tactically, the outcome could have been greatly affected.

This third-party factor is commonly referred to as the spoiler effect or Nader effect. An example of the theory is the 2000 presidential election between George W. Bush and Al Gore, in which Green Party candidate Ralph Nader drew many of the votes in Florida. Many believe that if Nader had not run, the votes he received would have caused Al Gore to be elected.

Once the race becomes extremely close between two candidates, some Americans may decide not to vote at all, vote for a third-party candidate, or write in a name rather than voting for a major candidate.

Though this might make voters feel better about themselves, it will make little difference to the election’s outcome and may positively impact the less desirable candidate.

In a general election, voting tactically is the most intelligent course of action in order to prevent an undesirable outcome. It is far better to vote for a major candidate that shares many of their same priorities than to vote for a candidate who will never receive a majority vote.

Con

By Domino Morris

Voting tactically is straying from the principles of democracy. It means sacrificing personal preferences to avoid a worse outcome, which puts one’s head over their heart.

The right to vote is a privilege that U.S. citizens should be grateful for, so they should use it in its intended purpose and vote for the candidate they most believe in. Voting tactically is not morally correct because it elects a candidate who doesn’t represent the voter’s beliefs.

Propaganda, such as candidate’s advertisements, about how to vote tactically may persuade voters to elect the wrong candidate. The potential for the original candidate that they supported is shattered as a chain effect occurs when their voters collectively decide to support someone different because they see others doing the same.

In the upcoming primary elections in the U.S., people may choose to vote tactically, for example, by voting for a moderate Democrat. This strategy consists of people not voting for the left-leaning Democrats, such as Bernie Sanders, because they wouldn’t be able to win the general election against current President Donald Trump.

Although Elizabeth Warren dropped out of the election, many thought another way to vote tactically would be to have Warren’s supporters switch over to join Sanders, so Sanders could win the general election.

These two strategies directly contradict each other because the first is based on the idea that a liberal Democrat would not be able to triumph against Trump, and the second is in support of a liberal Democrat’s ability to win. This proves the outcome of the general election to be unpredictable.

According to the New York Times article “Who Can Beat Trump? Who Knows?” by Giovanni Russonello, the majority of Democratic voters care mostly about finding a candidate that will win the general election, so this will weigh heavily on their decision.

The article refers to candidates’ ability to win the general election as their “electability.” This word is very misleading because it is difficult to accurately predict results, especially this early. Their “electability” should also refer to the strength of the candidate’s beliefs and objectives, which is subjective to each person, therefore impossible to measure.

Voters should not focus on future “electability,” but rather support the candidate they believe is best suited to be their leader.



ELI HEANUE ILLUSTRATION

Theater, dance electives would provide creative outlet for students

By Isabella DiPasquale

Dance and theater classes should be offered as electives in order to provide high school students with additional creative outlets throughout their school day.

While many students take dance classes outside of the classroom, there are currently no opportunities for students to participate in dance as a part of the school, neither as an elective nor an extracurricular activity.

Dance is a time-consuming activity, so students who are dancers often do not

participate in other school sports. This means that students are missing out on the opportunity to bond with their peers over a common interest, while also representing the school.

Dance is not only an art, but it is a great form of exercise. A dance elective could be offered as an alternative to gym, as it is a fun and exciting way to stay active during school.

Just as there is a lack of dance, there are furthermore very few opportunities for students to participate in theater at

Dance and theater both provide students with outlets for creativity and self-expression, and it is incredibly important for teens to have these outlets.



COURTESY OF ISABELLA DIPASQUALE

Junior Isabella DiPasquale practices dance outside school, which should be offered as an elective class to promote self-expression.

the school.

Currently, students are only able to participate in theater as an extracurricular in the high school’s musicals and Drama Club. Theater electives would allow students to take classes with-

out having to commit to an after school program or a larger production.

Dance and theater both provide students with outlets for creativity and self-expression, and it is incredibly important for teens to

have these outlets. It would be greatly beneficial to students if they were able to participate in these activities during the school day.

In addition, incorporating dance and theater as part of the school curriculum will help nurture a sense of better appreciation for the arts.

Electives would be particularly beneficial for the high schoolers with busy schedules who do not have room to try out new activities. If dance and theater were offered as elective classes, students could participate without having to compromise their other interests.

These new electives would allow students to explore a new activity and brach out without it becoming a burden in their schedules. They would also act as breaks during the school day from the typical rigor of their core classes or academic based electives.

STAFF EDITORIAL

Seniors display future plans with inclusive bulletin board

Board to showcase non-traditional paths

As a way for seniors to express their plans following graduation, the senior bulletin board offers a positive and inclusive space for students to display their future plans, whether it be attending a college or university, entering the workforce, or any other alternative option.

"It's to prove your accomplishment into getting into college, and if you are proud of getting into the college you want to go to, then I think you should be able to display it," senior Henry Doane said.

Initially, during guidance director Beverly Low's first school year from 2014 to 2015, students put stars on the board with the name of all of the colleges they were accepted into, she said.

Due to the disorganization of this process, Low talked with class officers the following year to implement a system in which students could design the board.

Since then, each year, the senior class has invented a creative way to design the board; in the past two years, the class of 2018 filled the board with balloons leaving a house resembling the movie "Up," and the class of 2019 displayed the college banners as sails on a boat.

In recent years, Low said that sometimes students felt excluded



SIRINE BENALI PHOTO

Last year's senior bulletin board allowed members of the class of 2019 to showcase their future plans and endeavours by attaching individualized flags to a large ship "setting sail" for the future.

because they didn't choose to attend a "name school."

"We are a public school, and we have to always be conscious of reaching all students, and that [includes] the student that decides 'I really don't want to

go to college. I would rather be an apprentice and learn how to become a stonemason and a carpenter,' and the person who is going to go to Yale, Harvard, Georgetown, and everybody in between, and I think sometimes I

worry that people were focusing on the name schools," she said.

After suggesting removing the board this year, Low received many responses from students in favor of the board. She said it is now up to the class officers to

decide on plans for the board.

"I realize I made a quick comment. It wasn't... for public consumption, but it caught the ear of the peer mentors, and it was about 'well I don't even know if we are doing the board this year' because... we want to be an inclusive school," Low said.

Low views the board as a celebration of whatever future path they plan on taking.

Additionally, Senior Annika Smith said that the board is directed at all students, not just students taking the college path.

"I think that especially nowadays when not everyone is going to college and people have other paths, I think that if they choose to want to put that up there, it's a great way for them to also show that as well as the students who are going to college," Smith said.

The board also serves as a motivator for students. Senior Claire Gendron said during her younger years, she enjoyed seeing where all the upperclassmen were spending their future years as it pushed her to work hard.

"The board allowed me to learn about schools I'd never heard about before and set goals for myself after seeing what they were able to accomplish," Gendron said.

The senior bulletin board displays students' hard work in high school and should be celebrated within the school community.

Vegans, vegetarians should have more school lunch options

By Paige Swanson
INDEPENDENT EDITOR

With a growing population of vegetarians and vegans, the school should offer more plant-based options.

According to Janet Forgreive of Forbes Magazine, the number of U.S. consumers identifying as vegan grew 600 percent from 2014 to 2017, and in 2018, the sales of plant-based alternatives to animal products grew 17 percent.

This growth is, at least in part, due to the growing concern over the negative environmental consequences of consuming animal products.

According to theconservation.com, livestock farming contributes to land and water degradation, more biodiversity loss, acid rain, coral reef destruction, deforestation, and contributes to 18 percent of greenhouse gas emissions worldwide.

Both dairy and meat production pose a threat to the environment, so minimizing their consumption is helpful in mitigating their impact.

Since animal products contribute to climate change, an issue that will affect high-school-age students heavily, and since the population of people who prefer plant-based diets is growing, the school should try to provide more vegetarian and vegan options.

Even if the school were to make a slight change in the range of food it served, like offering



WIKIMEDIA COMMONS

Expanding vegan and vegetarian food options at school would address both dietary preferences and environmental concerns.

a meatless Monday, it could encourage students to cut out some animal products from their diet, which would have a positive

environmental impact.

The school does offer a salad bar, and the sandwich bar does occasionally offer vegan options,

but there are few viable plant-based protein options, and the hot-lunch options tend to contain both dairy and meat.

There are even fewer plant-based breakfast options in the cafeteria, as the options offered include breakfast sandwiches, cereal with milk, and english muffins.

While the school has some flexibility in what they can offer, Chartwells, a food service program, provides the school with food, so making the shift to offer more plant-based options may be difficult.

To combat this problem, the school could consider switching to a new, different food provider, or the administration could work towards encouraging the cafeteria staff to implement and include plant-based protein options in the salad and sandwich bar.

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The Independent is published monthly throughout the school year. It is a product of the Manchester-Essex Regional High School Journalism class.

Editorial space is available to all MERHS students, faculty, and community members. All submissions must be signed and put in the newspaper mailbox in the front office of MERHS. The Independent reserves the right not to print letters and to edit the content for clarity and length. While letters can be critical of an individual's actions, they cannot slander or libel.

The staff editorial may be considered the opinion of the staff of The Independent.

By-line opinions are written by individual staff members and should not be considered representative of the entire staff.

The Independent staff hopes that all Manchester and Essex citizens will take advantage of this forum. The paper is meant to serve the school community, and we are open to suggestions to help it better serve its purposes.

Breuker, Mariotti, play in high level competitions

School athletes compete throughout tennis off-season

By Thymen de Widt
INDEPENDENT EDITOR

Having played tennis since they were young, seniors Olivia Mariotti and junior Pieter Breuker play on the school varsity team and outside of school in high level competitions.

Breuker has been playing tennis at the MAC for a long time and has improved greatly over the last few years, he said.

"It has been hard to find people to hit with. When I was younger, I would go to the academy to play with kids who were better than me, but now I have to travel to find kids at my level," he said.

Breuker said he had to miss out on the school tennis season last year, largely because he wanted to focus on achieving his fullest potential so he can play tennis in college.

"I have definitely been looking at [a multitude of] different schools, and some of them have

reached out to me as well," he said.

Mariotti, who has played since she was six years old, was recruited to play tennis at Brown University.

"Having gotten into college is definitely a relief, but [the intensity] is not over. I've gotten better at time management over the years, but tennis is still very demanding at my level," she said.

Mariotti, who plays at the MAC academy, said she plays with Breuker around once a week.

She will be playing for the school team again this year, likely resuming her first singles position from last year.

Breuker will also be returning to the school team this upcoming season.

"I am very excited to get back to playing with the school team. I might not face opponents at my level, but I am excited to be part of the team again," he said.



COURTESY OF OLIVIA MARIOTTI

Senior Olivia Mariotti plays during the National Hard Courts Tournament. Mariotti competes during the off-season each year and will be playing for the school varsity team as well.

Both Mariotti and Breuker play in various level one competitions throughout the year, requiring them to travel all over the country.

"Most of my tournaments are during the summer. I played in the National Clay Courts [championship] and many other

tournaments in Michigan, Delaware, Florida, and other states," Breuker said.

Likewise, Mariotti said she plays in high level competitions year round. She participates in Winter Nationals in Orlando, and Summer Nationals in San Diego, which are the two largest tourna-

ments.

"Winter and Summer Nationals are the two main level one tournaments. In the summer, I won four matches and lost two, and although I didn't do as well in Orlando, it was good to see and play against other high level players," she said.

Junior Will Kenney qualifies for track Nationals, strives to improve

Athlete reflects on extensive school running career

By Domino Morris
INDEPENDENT EDITOR

Junior Will Kenney qualified for Nationals during the winter track season, but he still strives to improve, he said.

Although Kenney said he can go to Nationals, he did not get into his desired heat, so he is choosing to focus on improving his time rather than competing.

He has made many achievements this season, such as placing fifth at All-States in Division V for the mile run and being named Cape Ann League athlete of the year, he said.

Kenney said one of his main goals this season was to return



COURTESY OF TODD KENNEY

Despite qualifying for Nationals during the winter track season, Junior Will Kenney chose to focus on improving his own time.

to a healthy state after an injury that occurred during the fall cross country season.

He said he enjoys running because of the long-term gratification, camaraderie, and ability

to clear his mind. He said the sport helps teach him to push his limits.

"It is a good way to learn about yourself because you learn that you are capable of more than you thought," Kenney said.

He said he attributes his success partially to his genes, because his mother was also a runner, and to his dedication to always work in his free moments.

Before races, Kenney said he likes to prepare by relaxing his mind by meditating to perform well in competitions.

"Half the race is mental, [and the other] half of the race is training," he said.

Kenney also said his coach, Mark Dawson, has played a significant role in developing him as an athlete. He admires his coach and feels grateful to have him

always supporting him, he said.

Dawson said Kenney is a very motivated and hard-working athlete.

"He would've been a good athlete whether I was there or not," he said.

Professional runners have also helped him shape his mindset toward the sport, Kenney said.

Kenyan long-distance runner Eliud Kipchoge has taught him that "it's not about the race. It's about the [work] you put in weeks before," he said.

Looking towards the future, Kenney said he wants to show his versatility in races, improve his mile time, and help his team's culture grow.

The sport should be taken more seriously, he said. "You should have fun, but if you want results you need to put in work," Kenney said.

Athanas, Furse, continue into off-season, prepare for national meet in North Carolina

By Carson Komishane
INDEPENDENT STAFF

Sophomore Shea Furse and senior Elizabeth Athanas continue training for swimming after the high school season has ended to prepare for Nationals.

They swim for a local club team, the YNS sharks, that continues their training year round. While high school swimming comes to an end, they begin to train more intensely for Nationals, they said.

Nationals is a week-long meet and takes place in Greensboro, N.C. the week of March 30.

There are eight people going from the sharks, Furse said.

She attended Nationals last year for the first time. She will be swimming both individual events and relays with other swimmers, she said.

"I enjoy the team travel [aspect]. Everyone eats all of their meals together, and we bond as

a team while we are at the meet. We get to see people from other teams, which is always fun because we never get to see them," Furse said.

Before they begin to rest for Nationals, their training will be rigorous for the next few weeks as they attempt to make more cuts for Nationals at upcoming meets in March, she said.

"Training has been hard recently because we have to work hard before the meet so we can

drop time while we are there," Furse said.

Athanas has attended three Nationals in the past and under-

'I enjoy the team travel [aspect]... [We always] bond as a team while we are at the meet.'

- SHEA FURSE



CARSON KOMISHANE PHOTOS

Senior Elizabeth Athanas and sophomore Shea Furse continue to swim in the off-season. They both swim for the local YNS Sharks.

stands the intensity of training to prepare for this meet, she said.

"I am excited to go this year because I always have a lot of fun. My favorite part is getting to spend a week with the team because we really get to bond with each other," Athanas said.

Head coach Janet Harty has

been preparing both Furse and Athanas for this specific meet since the beginning of the season, she said.

"I feel confident that they are on track to do very well because they have done the work this season, so it should be a good meet for them," Harty said.

New coffee shop opens in Essex, offers healthy options

The Mill serves breakfast, lunch, prepared foods for local community

By Emma Ketchum
INDEPENDENT STAFF

Essex has been in need of a coffee shop, and The Mill is the perfect addition.

New coffee shop called The Mill is located next to Schooner's Market on Eastern Ave and was recently opened on Saturday Feb. 29. It serves not only coffee but also healthy breakfast and lunch foods and ready-to-go prepared foods at great prices. The menu is unique compared to other places in Essex.

The Mill is decorated with many succulent plants, flowers, and paintings of the outdoors. The walls are painted green, which gives the coffee shop an earthy atmosphere.

A couple of tables are set-up in the back if customers want to sit down and eat, or they can take their food to go, and there is plenty of space to park.

Breakfast options include egg sandwiches (\$4), bagels (\$2), and a breakfast burrito (\$7.50). The lunch menu includes a variety of sandwiches and salads.

The "Madonna" which is fresh mozzarella, tomato, basil and olive oil on a french loaf; the "Pioneer" has chicken, bacon, lettuce, and tomato, and the vegan "Empress" includes hummus, quinoa, avocado, spinach, carrot, red onion, sprouts, cucumbers, tomatoes, and scallion on a wrap. All sandwiches are \$8.

Salad options include a cobb salad (\$10), a caesar salad (\$8),

and a greek salad (\$8).

The employees and cooks working at The Mill are open to ideas to add to the menu and encourage customers to suggest the meals they would like to order, an employee said.

The Mill is open every day of the week from 7 a.m. to 5 p.m., besides Sunday which is 7 a.m. to 3 p.m. They are closed on Mondays. These hours are good for high school students that want to stop for a quick breakfast and coffee. If the shop gets enough requests from customers they will extend their hours later so people could stop by for dinner, an employee said.

Owners Josh Silverstein and Caitlin Silverstein both have 20 years of experience working in restaurants and cooking. They decided to call the coffee shop "The Mill" because the location is the former home of an old cider mill.



EMMA KETCHUM PHOTO

The new coffee shop in Essex, The Mill, offers healthier options for breakfast and lunch. The menu features sandwiches, salads, coffee, and more that is perfect for people to grab a bite to eat.

Fans excited for 'Friends' reunion special on HBO

By Isabella DiPasquale
INDEPENDENT EDITOR

After almost 16 years and innumerable requests from around the world, fans of the show "Friends" are finally getting the reunion they have been waiting for.

The "Friends" reunion special will be available with the launch of HBO Max in May 2020, along with the original 236 episodes of the sitcom.

The special will be unscripted, meaning it will be similar to reality TV or a documentary, as opposed to a reboot of the scripted series. While it has not officially been

confirmed, the special will likely feature the reunion of the actors, not their characters.

According to WarnerMedia, all six core actors will be a part of the reunion, including Jennifer Aniston, Courteney Cox, Lisa

Kudrow, Matt LeBlanc, Matthew Perry and David Schwimmer.

The cast will return to Warner Bros. Studio's Stage 24, the original soundstage where the series was shot.

Since the end of its run in 2004, "Friends" has continued to connect with audiences of all ages,

The "Friends" reunion special will be available with the launch of HBO Max in May 2020, along with the original 236 episodes of the sitcom.



WARNERBROTHERS.COM

The 90's show 'Friends' will be available on HBO Max along with a reunion special in May 2020 that features all six actors in it.

even those who were too young to watch the show during its original run.

The series was previously be-

ing streamed by Netflix, allowing for the show to grow in popularity among a new generation. Some of the biggest "Friends" fans were

born after the series first aired 25 years ago and were introduced to the sitcom through their family or friends.

Warner Media reportedly paid \$425 million for the rights to stream all 10 seasons of the show.

Fans of the show were initially upset about the series being taken off of Netflix but are excited to have a new platform to binge their favorite show.

In a statement to USA Today, chief content officer Kevin Reilly said he loves how audiences continue to relate to the show long after its original run. He said he hopes the reunion will recreate that same spark with all audiences, both new and old.

During an episode of Kevin Nealon's "Hiking with Kevin," Cox said that she was thrilled to be a part of a show that touched so many people's lives and is excited to finally have a reunion special.

Sisters learn dedication, discipline through dance

By Hannah Freeman
INDEPENDENT EDITOR

Throughout high school, sisters senior Hannah Burnett and sophomore Hailey Burnett have been dancing at the New Hampshire Academy for the Performing Arts, where they are currently members of the Seacoast Civic Dance Company.

The sisters began dancing at the studio as a fun activity when they were two-year-olds, but over the years began to take it more seriously, Hannah Burnett said.

"When I got older, I realized how much I enjoyed dance. I saw all of the older company members at the studio, and they inspired me to take dance seriously and pursue it as a career," she said.

Today, they usually travel to



COURTESY OF HANNAH BURNETT

Sisters Hailey and Hannah Burnett dance at the New Hampshire Academy for the Performing Arts in Seabrook, N.H.

Seabrook, N.H., six days a week for four hours of classes a day. Although Hailey Burnett said the travel is difficult, it has been beneficial to dance at this studio.

"We travel so far to stay at this studio because... [it] offers all genres of dance. It makes you a versatile dancer to take all the different styles of dance and become well-accustomed to all of them," she said.

Senior Bridget Twombly said

the sisters' dedication is inspiring.

"It's a huge commitment for them. They dance every single day. They leave right after school and usually don't get home until 8 p.m.," she said.

Hannah Burnett said she is motivated to dance and work hard because she sees it as an opportunity to express herself and inspire young dancers.

"It's my time to mix athleticism and artistry. I always get such

a special feeling when I am performing; we do performances for little kids over the summer. Watching their faces see us dance and dance along really motivates me because I love seeing how happy it makes them," she said.

Hailey Burnett said dancing has taught her both discipline and time management skills that will benefit her throughout her life.

"There are times when I have half an hour between classes and spending so much time at the studio; I have learned to use that time as productively as I can work on homework because my time is so limited," she said.

Hannah Burnett said dance has taught her to use criticism to her benefit.

"There's a lot of constructive criticism or sometimes just straight-up criticism in dance. I've learned to take it and use it to make myself better, rather than thinking, "Oh, they don't like me." I think this will be helpful in the future when I am looking for jobs: you are going to get rejected at some point, but I know I can use

that to help me work harder and persevere," she said.

Both Hannah and Hailey Burnett said they hope to continue to dance in the future, although in different ways.

Hailey Burnett said she hopes to dance in college, then work in commercial dance, which primarily takes place on the West Coast. She said that seeing dancers on social media has inspired her.

"I'm motivated by the professionals that I see on the West Coast. With social media, these dancers are visible. I've always wanted to become a better dancer when I watch them," Hailey Burnett said.

Hannah Burnett said she also hopes to major in dance in college, then apply that knowledge in the dance industry.

"I'm not sure which [direction after college] I want to go in next. I like choreography and teaching younger kids. I might want to join a company in New York City doing more Broadway-stylized dance," she said.

Teachers' Recipe Corner

Mr. Cogger's Nisu: Finnish Coffee Bread

Computer science teacher Steve Cogger's Finnish coffee bread recipe has stood the test of time.

Cogger said the recipe has been in his family for at least three generations, passed down starting with his great-grandfather, who was born in Finland.

"This was a family recipe that my grandmother made for my grandfather... When he'd get home from work, it was there, and he always had coffee with this," he said.

Cogger said the bread uses a spice called cardamom, which gives it its unique flavor.

"My grandmother used to buy the pods and take out the little seeds and grind them with a mor-



tar and pestle. I've substituted an equivalent amount of ground [cardamom] that you can buy in the store, but sometimes, I find the seeds and do it," he said.

The bread is mild, yet flavorful, and the taste of the cardamom makes the bread unique. It is not overly sweet, and though dense, it tastes fluffy.

He said he usually makes the

bread two to three times each winter.

"I've been baking bread since I was in college," Cogger said. "It was something I used to do when I cleaned my apartment."

The bread is heavy and deliciously moist, and it must rise three times before baking.

"It's an all-day project," Cogger said.

Finish Coffee Bread:

2 ½ cups scalded milk
1 packet yeast
2 beaten eggs
10-12 crushed cardamom seeds or 1 to ½ tsp. ground cardamom
½ cup butter
¾ cup sugar
½ tsp. Salt
7 cups flour

Instructions:

Dissolve yeast in ½ cup warm water. Add the butter to the scalded milk, and let it melt. When the butter melts and the milk is under 100 degrees, mix in sugar, cardamom, salt, eggs, and yeast in a big bowl. Add flour to the liquid about 1 cup at a time. Make sure it is all mixed.

Let the dough rise until doubled. Punch down dough. Let it rise again until doubled. Punch down the dough, and make six equal pieces. Roll them into strips about as long as the bread pans. Braid three pieces, place in pan. Let the dough rise until doubled.

Bake at 350 for 30-40 minutes. Inside of bread should be 190-200 degrees. Take from oven. While bread cools, brush with maple syrup. Sprinkle sugar on top.

Ms. Frithsen's Coffee Cake

Math teacher Amanda Frithsen's coffee cake recipe is a delicious, New England-style dish. The cake has a light, fluffy structure and a crunchy crumb topping, which is spread

throughout the middle and over the top.

Frithsen said her grandmother often made the coffee cake for special occasions and events, and her mother made it frequently when she was growing up.

"When I got married, my mom collected a bunch of recipes from family, and this is the one that my grandmother gave me," she said.

She said her daughter, Gracie, loves the cake.

"Now, it's become a tradition that every Sunday afternoon, I bake a coffee cake so that she can have it for breakfast all week," Frithsen said.

She said it takes her under 10

minutes to prepare the ingredients.

Frithsen said she has modified the recipe slightly through the years.

"Instead of margarine," she said, "I use shortening, and I also have found that if I whip the shortening and the eggs and the sugar for five minutes... it makes it really, really fluffy."

"For special events for Gracie, like if it's her birthday or something, I'll put some sprinkles on top to add a little flair," Frithsen said.

The recipe is simple and easy, and it yields a light and delicious product to share with friends and family.



Dr. B's Famous Vegan Lemon Olive Oil Cupcakes

Science teacher Dr. Maria Burgess' go-to cupcake recipe happens to be vegan.

She said she got the recipe for vegan lemon olive oil cupcakes from the family of her daughter's boyfriend.

"His family asked us over to dinner to get to know each other," Burgess said.

She said the cupcakes were served for dessert, and she could not believe they were vegan.

"These cupcakes were, to me, out of this world... They're just my favorite cupcakes," Burgess said.

She said after getting the rec-

ipe, she has continued to make the cupcakes over the years. She said she makes them if one of her students has a birthday, and she sometimes brings them in for the faculty.

The cupcakes are simple and easy, and Burgess said they take about 40 minutes to make.

"I am not vegan, so I have used butter for the buttercream," she said. "They're light, and they're not super sweet."

The dessert is a fluffy, moist option with a fresh, lemony flavor.

"I would encourage everyone to try to make it," Burgess said.



Vegan Lemon Olive Oil Cupcakes:

Nonstick cooking spray, for spraying the cupcake liners
2 cups all-purpose flour
1 teaspoon baking soda
1 teaspoon baking powder
1/2 teaspoon fine salt
1/2 cup extra-virgin olive oil
3/4 cup maple syrup
2 tablespoons lemon zest (about 2 lemons) plus 1/4 cup lemon juice, plus additional zest, for garnish
1 tablespoon lemon extract
Salted buttercream:
1/2 cup (100 g) vegan butter
1/2 teaspoon pure vanilla extract
2 cups (250 g) powdered icing sugar, sifted if necessary
1 1/2 to 3 teaspoons unsweetened almond milk, as needed
1/4 teaspoon fine sea salt, or to taste
Sprinkles, for decorating

Instructions:

- For the cupcakes: Preheat the oven to 350 degrees F. Line two 12-cup muffin pans with 14 cupcake liners and spray the liners with cooking spray.
- In a large bowl, whisk together the flour, baking soda, baking powder and salt. In a separate bowl, whisk together the oil, maple syrup, lemon zest and juice, lemon extract and 3/4 cup water. Pour the wet mixture into the dry mixture and whisk until just combined. Do not overmix.
- Fill the cupcake liners evenly with the batter. Bake for about 18 minutes, or until a toothpick inserted in the cupcakes comes out dry, with a few crumbs clinging to it. Rotate halfway through the baking time. Cool the cupcakes completely before unmolding.
- For the buttercream: In a large bowl, beat the butter and vanilla with electric beaters until light and fluffy.
- Add the icing sugar, gradually, while beating on low speed. Now, add in the milk to thin it to your desired consistency, while gradually increasing the speed. I add a teaspoon at a time. If at any point you add too much milk and the buttercream becomes runny, simply add more icing sugar to thicken it back up. You want a nice spreadable consistency that is not runny.
- Add the salt to taste and beat again to combine.
- Once the cupcakes are completely cool, spread a thick layer of frosting on top of each. Enjoy!

Coffee Cake:

1 stick margarine
1 cup sugar
2 eggs
1 tsp. Vanilla
1 cup sour cream
2 cups flour
1 tsp. baking powder
1 tsp. baking soda
¼ tsp. Salt
Topping:
¼ cup light brown sugar
1 tsp. cinnamon
½ cup chopped walnuts

Instructions:

Cream margarine, sugar, and eggs. Add sour cream and vanilla. Beat. Add dry ingredients and beat well. Pour ½ batter into round pan. Sprinkle ½ topping mix. Add rest of batter. Sprinkle rest of topping. Bake in 350 degree oven for 25-30 minutes.

By Olivia Turner
INDEPENDENT EDITOR

Junior uses drone to photograph Manchester in new way

Charlie Gendron takes aerial photos of the town throughout the year for his AP Photography concentration.

By Madeline Lai
INDEPENDENT EDITOR

Junior Charlie Gendron is using drone technology to photograph Manchester from a different angle for his AP Photography concentration, he said.

"So far, I have photographed Tuck's Point, Singing Beach, a few other hidden beaches, and a few of the golf courses... I've gone pretty much around the whole town," Gendron said.

Photography and Design teacher Caroline Hunt Epp has played an important role in helping construct this project, he said.

"Ms. Epp showed me a few photographers who have done similar work with drones... so I built off of that idea," Gendron said.

Epp said Gendron's concentration is based around the idea of photographing Manchester, an overly photographed place, in a new way than ever before.

"For 150 years, Manchester has been a vacation spot that has been photographed very much and often... [Charlie and I] spent some time looking on eBay at different postcards and how the tourist side [of Manchester] has been presented over time in the past," she said.

Along with portraying Manchester's landscape from a new perspective, Gendron said he has taken photos in each season to capture the different colors of each time of year.

"I have a few from the summer from last year, and then I have a few from the fall with all

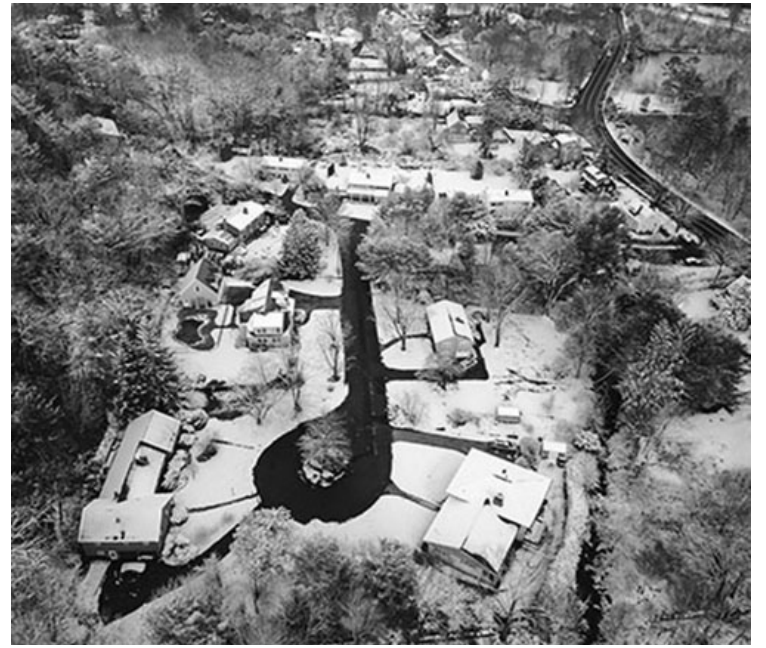
the cool colors and a few from the winter with the snow," he said.

Gendron said the drone's camera has the same features as a digital camera, and he is able to control the drone's movements and functions with a controller he holds from the ground.

Using drones for photography is not common so far, he said, but he believes that will change soon.

"It is becoming more popular as a new type of photography, especially as drones become smaller and smarter... [The drone] can go about four miles out and 300 feet up, which is pretty cool to me," Gendron said.

Epp said she admires Gendron's photos and believes he could use them outside of school. "His drone photos of Manches-



COURTESY OF CHARLIE GENDRON

Junior Charlie Gendron captured this photo with the help of a drone, which he controlled to fly over the streets of Manchester.

ter are incredibly beautiful with very strong principles and elements of design... I can see him

selling them as prints online or having cards made up," she said.

'Women Take the Floor' exhibit highlights underrepresentation of female artists

The Museum of Fine Arts of Boston addresses feminist issues.

By Sofia Gillespie
INDEPENDENT EDITOR

In an effort to promote inclusivity and diversity in art, the Museum of Fine Arts of Boston curated a new exhibition titled "Women Take the Floor" on its entire third floor of its "Art of the Americas" wing. The exhibit features entirely female and female-identifying artists.

The curators of the exhibit pulled from over 250 pieces of artwork from more than 100 female artists to fill the space, primarily picking from their own MFA collection.

Before entering the galleries, the first thing visitors look to is a wall of empowering quotes from multiple female artists that address a wide range of feminist issues.

Museum visitors are then given a description of the exhibit, which explains the misrepresentation of women artists in museums and in the art world as a whole.



SOFIA GILLESPIE PHOTO

Feminist artist Sylvia Sleight works to incorporate masculine and feminine features in her paintings on display in the exhibit.

Among informative statistics and quotes, the MFA also addresses how, like most museums,

they also have a clear lack of representation of female artists within their exhibits, especially in its "Art of the Americas" wing, which features almost entirely male artists, dedicating entire sections to John Singer Sargent, John Singleton Copley, and Winslow Homer.

This placement of the "Women Take the Floor" exhibit on top of this heavily male-dominated wing of the museum feels purposeful and significant in the exhibit's endeavor to promote gender equality.

To organize the pieces in meaningful ways, the exhibit is divided into seven sections: "No Man's Land," "Women on the Move: Art and Design in the 1920s and '30s," "Beyond the Loom: Fiber as Sculpture/Subversive Threads," "Women Depicting Women: Her Vision, Her Voice," "Women of Action," "Women Publish Women: The Print Boom," and "Women and Abstraction at Midcentury."

The gallery "No Man's Land" features landscapes from the perspective of female artists, often taking on symbolic or physical depictions of women or women's experiences. Georgia O'Keeffe and Ruth Reeves are included in this section among other under-appreciated contemporary female artists.

"Women of Action" brings attention to the often overlooked female artists of the mid-20th century such as Helen Frankenthaler, Joan Mitchell, and Elaine de Kooning, all of which were overshadowed by the male artists who had a significant presence during this period.

The National Museum of Women in the arts reports that 46% of visual artists in America are women, so it should be expected for museums and art installations to reflect that percentage. However, out of the top museums in the country, 87% of the artwork in them has been created by men.

The MFA's effort to bring attention to this underrepresentation in the world of art is noteworthy and evokes a hope that eventually female artists will be recognized the way in which they deserve.

er a break-up movie, female empowerment is a main theme. Instead of relying on men to save the city, the four women use their strength to protect themselves. For example, when Quinn is in danger of being taken advantage of after drinking too much, the Black Canary beats up the men attacking her. This would be expected by most friends, but Canary had not formally met Quinn.

This "women helping women" theme continues throughout the movie, which is rare in female superhero movies. In Marvel's infamous "Wonder Woman," her strength revolves around her finding love, but Quinn recovers from her break up and saves the city. The film industry should continue focusing on female empowerment.

'Harley Quinn: Birds of Prey' enforces female empowerment

By Jenna Cirella
INDEPENDENT EDITOR

Warner Brothers released the 2020 film "Harley Quinn: Birds of Prey," which is based on the DC comics team Birds of Prey, portrays female empowerment throughout the movie. It is a follow up of the film "Suicide Squad," which was released in 2019.

The film has hit \$200 million at the global box office and has made \$4 million domestically, according to Cnet.com.

The main character, Harley Quinn, is played by Margot Robbie, who also helped produce the movie.

Robbie also played Quinn in

"Suicide Squad," where she is involved in an emotionally and physically abusive relationship with super villain, Joker, played by Jared Leto.

Quinn is sexualized in "Suicide Squad" by wearing tight shorts and stilettos. Instead of her strength, she is known as the Joker's arm candy. In "Birds of Prey," her heels are exchanged for rollerblades, and her tight clothing changes to a more practical outfit for fighting villains.

The film starts with the breakup of Quinn and her boyfriend The Joker, which forces her to create a life alone.

While Quinn attempts to better herself, the villain of the city of



ANTMAN3001/FLIKR.COM

The movie "Harley Quinn: Birds of Prey" features known DC Comics characters, such as Harley Quinn and the Joker.

Gotham, Roman Sionis, played by Ewan McGregor, targets a young girl named Cass because she is in the possession of a diamond that controls the city of Gotham. Quinn's path collides with four other powerful women:

the Huntress (Mary Elizabeth Winstead), Black Canary (Jurnee Smollett-Bell) and Renee Montoya (Rosie Perez), and the foursome have no choice but to team up to take Sionis down.

Although the film is consid-