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New academic, behavioral dean to focus on student mental health

Macarelli hopes to expand focus beyond education, behavior in new position

By Paige Swanson
INDEPENDENT EDITOR

After working in the Peabody school system for eight years as a Special Education teacher at the high school, an assistant principal at an elementary school, and then the leader of the therapeutic healing program for grades six through 12, Craig Macarelli has joined the faculty where he will serve as the Academic and Behavioral Dean.

He said he is hoping to make an impact on the students in his newly created position.

“My goal has always been

to be in a position where I can impact and work with as many students as possible, so this is a perfect role for me to do that and work with a wide diverse group of students with everything from typical academics to special education,” Macarelli said.

Principal Patricia Puglisi said she is looking forward to having Macarelli at the school, because he brings new perspective and skills to the school.

‘My goal has always been to be in a position where I can work with as many students as possible, so this is a perfect role.’

- CRAIG MACARELLI

“He has a lot of great strengths. He has worked as an administrator for several years. He has a strong background in Special Education and work in social and emotional programs. I think he adds a new view on how we work with students,”

Puglisi said.

Senior Maddie Bourbon said she is excited to welcome Macarelli to the school, as she believes he will effectively support



PAIGE SWANSON PHOTOS

New academic and behavioral dean Craig Macarelli, shown speaking with junior Abby Thomas, joins the school after working in the Peabody school district for eight years. He said he hopes to focus on improving students’ mental health this year.

the student body.

“When I met him in student council he seemed like a really nice guy that really cares about the students... I think he’ll make our school a safer and healthier



environment. I see him as more on my side than I would with some other teachers,” she said.

Macarelli said he is most excited to have the chance to focus on students’ mental health, rather

than solely their education and behavior.

“I’m coming in at a time when education is changing a lot. We’re putting a lot more attention on **MACARELLI, page 3**

Cheerleading team to boost school spirit

Manchester Parks, Rec helps create new squad

By Emma Ketchum
INDEPENDENT STAFF

There has been a desire for a cheerleading team for many years, but it hadn’t been possible until this year, Principal Patricia Puglisi said. She said Manchester Parks and Recreation has stepped in to get the cheer program running, with the help of many students.

Head coach Elizabeth Coggeshall said juniors Dede Rodier and Faith Burroughs played a very important role in getting the team started. Coggeshall said Rodier and Burroughs started fundraising, and the team worked together to raise \$5,000.

To fundraise, Rodier and Burroughs said they held many pizza and bake sales and sold T-shirts and hats; they also received many



EMMA KETCHUM PHOTO

Members of the cheerleading team root for the football team at a home game as a part of the school’s new program this year.

donations.

Burroughs said she loved cheering when she was younger and loves football which were some of her main reasons for wanting to help start the team.

They hope the cheer team will eventually be considered a real sport at the school, Rodier said.

Coggeshall and Rodier said there was a need for more school spirit and felt that the cheerleading team would help greatly. Puglisi said during the first football

game she could tell there was already a boost in school spirit because of the cheerleaders’ engagement with the crowd.

Junior Fotini Parianos said cheerleaders provide support and enthusiasm to the game for both the crowd and the football players.

If the boys are losing, cheering would help the crowd get more into it and essentially give the support needed so that the boys **CHEERLEADING, page 3**

Phones no longer acceptable devices in class

By Anton Kozyrev
INDEPENDENT EDITOR

In the interest of enhancing students’ opportunities to effectively learn course material, the school administration and faculty is no longer considering phones to be acceptable classroom devices.

This change to the BYOD (Bring Your Own Device) policy now stipulates that students should have access to a laptop of some kind in order to ensure maximum effectiveness of the students’ time.

“Several years ago, we became a BYOD school ... and at the

time [we] considered a phone to be a device that could be used for educational purposes in the classroom,” Principal Patricia Puglisi said.

However, she noted that “in recent years, what [they’ve] found is that a phone is not an adequate device; students need to have access to a larger screen and be free of the distractions of notifications.”

This change has received support from the faculty and students, who applaud it as a move that will

‘This change to require a laptop or Chromebook... seemed to be well-received by everybody [in the science department].’

- KRISTIN UMILE

help students to develop better focusing skills.

“This change, to require a laptop or Chromebook ... seemed to be well-received by everybody [in the science department],” science department head Kristin Umile said.

Umile also noticed that “students are no longer constantly looking down at their phones that they think they’re hiding, and they **BYOD POLICY, page 3**

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Athletic director strives to incorporate leadership, culture in athletics

Joins faculty after serving as assistant A.D. at St. John's Prep

By Mia Cromwell
INDEPENDENT EDITOR

Coming from the role of an assistant athletic director at Saint John's Preparatory School in Danvers, Mass., Jordan Edgett has taken on the role as the new athletic director as well as a physical education and health teacher.

Growing up, Edgett attended high school at Saint John's Prep and went to Bowdoin College, where he graduated with an economics degree.

Following college, he got his Masters of Education in athletic administration from Endicott College.

He also worked for two years in player development for the Baltimore Orioles in Sarasota, Fla. preceding his career as an athletic director.

Edgett said he decided to apply for the job because he lacked

FUN FACTS

- **Favorite singer: Thomas Rhett**
- **Favorite dessert: chocolate**
- **Studied abroad in Madrid, Spain**
- **Favorite season: summer**
- **Favorite place to travel: Europe**
- **Favorite sport: baseball**

upper mobility at Saint John's Prep, so he knew he would eventually have to leave.

He also said he wanted to find a school that met his standards.

"I didn't want to take a job with any school. I wanted to come into a district that had the

support of the administration [and] already had a good, strong athletic base," Edgett said.

Principal Patricia Puglisi said the athletic director is responsible for managing the athletic program, which includes evaluating coaches, providing support to coaches and student-athletes, managing the athletics budget, as well as being the school's representative at the league meetings.

In addition to his athletic director position, Edgett co-teaches Health/PE with the current teacher James Weed.

Edgett said he has experience teaching PE and health from his previous position at Saint John's Prep.

He said his goal is to keep students active through the class.

In terms of his athletic and educational philosophy, Edgett said he is focusing on leadership and culture.



MIA CROMWELL PHOTO

As athletic director, Jordan Edgett is responsible for managing the school's athletic program.

"Culture [is] just making sure that [the team] is an inclusive, safe, healthy environment that we're promoting... as... an athletic program, school-wide, community-wide [and] making sure that we're involved," he said.

On the student leadership front, Edgett said he wants to implement a workshop for the teams' seniors.

'I wanted to come into a district that had the support of the administration [and] already had a good, strong athletic base.'

-JORDAN EDGETT

Senior field hockey player Cagney Pallazola said Edgett highlighted the importance of positive leadership to her field hockey team.

"Mr. Edgett came to our practice the other day and talked to the seniors about how he wants us to be leaders on and off the field and how it's important that we should do something for our community. I thought it was beneficial because I think a team's success is reliant on upperclassmen's positive leadership role," Pallazola said.

New head of special education brings experience, leadership to department

By Hannah Freeman
INDEPENDENT EDITOR

After 33 years of experience working in special education, Jean Tarricone joined the faculty at the school as the new head of the special education department.

"I started in 1986, right out of college. I have been in a number of schools and districts since that time, always in a special education capacity," she said.

Tarricone began working in special education after graduating from Bates College, attending Boston College for her master's degree in special education at the same time, then American International for her certificate of advanced graduate study.

Tarricone anticipates being more involved with students.

"I'm most looking forward

to having more student and parent contact directly. In my prior position, I was more separated from that, and I found that I really missed it," she said.

Tarricone also said she has enjoyed working with both students and faculty at the school so far.

"I'm very excited to be here, and so far, I am really impressed by the dedication of the staff and how hard they work for the students and how good the communication is here. It all bodes well for students. I'm also really impressed with the student body with how academically-oriented they are," she said.

Special education teacher James Umile said he has enjoyed working with Tarricone so far, and she has brought both experience and professionalism to the

FUN FACTS

- **Has three kids**
- **Enjoys mountain biking, running, and hiking**
- **Has a house in Maine**
- **Loves to read**
- **Spends a lot of time reading and thinking about special education**
- **Favorite food: a good steak**

department.

"She's going to be a fit because she is an awesome team

player. Already in the few weeks she has been here, she has helped us problem solve and come up with creative solutions. She's easy to work with from a professional standpoint and with students," he said.

Principal Patricia Puglisi said Tarricone's personality will also allow her to lead the department effectively.

"I think that she has a calm personality, communicates clearly, and provides excellent reasons for her decisions which definitely make her a good fit for the position," she said.

Tarricone said her new position also involves working with students throughout the entire school, not just the high school, which she said she enjoys.

"I also really like working



HANNAH FREEMAN PHOTO

Head of special education Jean Tarricone brings 33 years of experience to the department.

with the middle school, which was something I wasn't doing in my previous job; it provides a lot of variety," she said.

Administration to focus on creation of a 'vision of the graduate' statement

By Hannah Freeman
INDEPENDENT EDITOR

Following the 2018 review of the school by the New England Association of Schools and Colleges (NEASC), the school identified the "vision of the graduate" as one area for improvement.

During this accreditation cycle, NEASC changed the standards that schools must meet, adding a vision of the graduate statement the school must create.

"The term comes out of our NEASC accreditation, and they

A VISION of the GRADUATE

- ▶ What are some of the existing ways we define what a graduate should know and be able to do in schools?
- ▶ What do we want our students to know and be able to do?

In determining the vision of the graduate, faculty will decide on a set of skills that students should attain when they graduate.

define it as the dispositions and skills that students should have acquired upon graduation," Principal Patricia Puglisi said.

She said identifying the vision of the graduate is important because it will allow the school to identify what skills students will need to be successful upon graduation from the school in the changing world.

"Even the students in front of

us are different from those 15 or 10 years ago. We have to consider what are really the skills and information that is truly necessary for students to be successful beyond MERHS. The workplace is changing, and yet schools are doing the same things they have always done, which, at a point, becomes ineffective," Puglisi said.

English department chair

Debra Isensee said the vision of the graduate will focus on student development throughout the entire district.

"The goal is to have teachers from kindergarten through high school decide what we would love to have our students look like when they leave the school," she said.

Science department chair Kristin Umile said the faculty will work throughout the year to create and implement the vision of the graduate.

"We are just starting the process and have a few professional development days set aside to start it. The main focus will be thinking about how to get stu-

dents ready for a future that is rapidly changing. We will be trying to determine what skills will

students need to be successful and how we provide a rigorous curriculum that challenges all students to problem solve," she said.

Puglisi said the first phase of the process will begin this fall

and continue through June; then the school will focus on implementation during the 2020-2021 school year.

"Our hope is by June we have identified what those skills and dispositions are. Then, we work on how we change our structure to do that," Puglisi said.

'The term comes out of our NEASC accreditation, and they define it as the dispositions and skills that students should have acquired upon graduation.'

-PATRICIA PUGLISI

Art teacher joins high school as ceramics, video, graphic design teacher, director of debate

New instructor plans to implement creative workspace for students

By Isabella DiPasquale
INDEPENDENT EDITOR

Kelsey Klibansky joined the high school staff as the ceramics and video and graphic design teacher, as well as the director of debate.

She said she structures her classes around teaching multiple grade levels at once.

"I am always cognizant that I might have a person in the class who has never touched clay before, and I might have another person who is older and who takes ceramics over the summer. To me, it's about designing projects that can engage all of those learners," she said.

Klibansky's goal for her art classes is to provide students with a place where they can be themselves and take creative risks.

"[I want] students to feel safe and seen in my classes," she said.

She said that her main goal as director of debate is to help students feel comfortable



ISABELLA DIPASQUALE PHOTO

Art teacher and debate director Kelsey Klibansky strives to engage all her students in a comfortable atmosphere.

knowing that they are growing as people, regardless of whether they win or lose.

Klibansky said she briefly studied art and creative writing at Warren Wilson College in North Carolina before returning to Boston to become a civil rights attorney.

About halfway through her college career, Klibansky was involved in a near-fatal car accident. She said she was alarmed when she awoke to find that her hands

were severely damaged and worried how it would affect her career as an artist.

She took the following year off from college in order to recover and spent time in her high school art studio, connecting with the students. Klibansky said she was inspired by that atmosphere, so after receiving a degree in cultural anthropology and law and public policy from Northeastern University, she proceeded to get her Master of Arts in art education.

Art teacher Tamera Burns said having Klibansky in the department has reduced the class sizes for teachers and has given students more options to get into classes they want.

Burns said that Klibansky adds a new set of ideas to the program.

"The fact that she is just out of school means that... She has some of the latest teaching philosophies and practices," she said.

Senior Emily Jacobsen said that Klibansky creates a safe and encouraging environment for learning.

"I feel comfortable trying new things in her ceramics class without feeling self-conscious or afraid to learn from mistakes," Jacobsen said.

FUN FACTS

- **Free time activities:** spends time outdoors and explores new places
- **Originally from:** Beverly
- **Favorite activity:** white water rafting, surfing, and mountain biking
- **Favorite animal:** Sea turtle
- **Favorite subject in school besides art:** English
- **Favorite ice cream flavor:** Coffee Oreo
- **Place she wants to travel:** New Zealand
- **Favorite celebrity:** Lizzo
- **Favorite book:** "The Book of Joy" by Dalai Lama and Desmond Tutu

FUN FACTS

- **Favorite animal:** Cat
- **Born:** Greensboro, North Carolina
- **Favorite food:** Chicken picatta
- **Dream vacation:** Paris
- **Favorite free time activity:** Shopping and reading
- **Favorite summer activity:** Biking in Cape Cod and Martha's Vineyard
- **Favorite book:** "Beloved" by Toni Morrison

English teacher hired after year of subbing

By Carson Komishane
INDEPENDENT STAFF

After subbing in the English department last year, Angie Rice was hired as a permanent member of the staff.

Rice said she raised her children for 10 years and then worked at many different schools, including Salem State University, Ipswich, Amesbury, and Danvers high schools.

Last year she subbed for English teachers Allison Krause and Gloria Tanner.

This year, she teaches freshman English CP, sophomore English honors, and senior electives such as Graphic Novels, British Literature, and Literature Through Film: The Movie Monster.

"I love teaching here. I love the students, my fellow staff members, and the school.



CARSON KOMISHANE PHOTO

Angie Rice teaches freshman, sophomore, and senior English classes.

Everyone is so welcoming, and the environment is very comfortable for all," Rice said.

Sophomore Isabel Lundstrom has Rice for honors English this year.

She said she has enjoyed the class so far because of its interesting topics, such as the Pilgrims and the Puritans.

"We have a smaller class, so we are able

to have engaging class discussions about the work. She is very kind and makes the class very enjoyable. You can tell that she enjoys what she is teaching, but still manages to keep the environment relaxed and comfortable so we can get our work done efficiently, while also having an enjoyable time in class," Lundstrom said.

English department chair Debra Isensee said she is extremely proud of Rice's start to the year, as she fits right in with the school.

"So far, she is doing amazing this year. She is very organized and loves every student and class she is teaching," Isensee said.

She said she is confident in Rice's ability and believes she is excellent with both the students and teachers.

"After getting to know her last year, she proved what a professional she is with teaching. She is a great fit in this department, both teaching wise and personality wise," Isensee said.

CONTINUATIONS

MACARELLI

CONTINUED FROM PAGE 1
the social-emotional well being of students and staff and that's a huge passion of mine. I've come to the realization that we all have to be in a mentally and emotionally safe place to produce as much as we can academically, socially, and athletically," he said.

CHEERLEADING

CONTINUED FROM PAGE 1
can win the game," she said.

The cheerleaders do what they can during the school day to get the football players pumped up for the game, including decorating the players' lockers and making them 'spirit bags, sophomore football player Luke Smith said.

Coggeshall said the cheerleading team practices every Wednesday, Thursday, and Sunday for two or three hours.

She said they make up their cheers with some outside help from other cheer squads. Parianos said they have learned about 20 cheers that vary for offensive and defensive situations.

Rodier and Parianos said that the cheer team is a fun environment and that their group has grown to be like a family.

Coggeshall said starting up the cheerleading team has been an enjoyable process.

"Honestly, Parks and Rec, the school, the community has been great and supported us every step of the way. This team also works as one and are determined to be successful. This has been the process: easy and enjoyable," she said.

BYOD POLICY

CONTINUED FROM PAGE 1
seem to just genuinely be less distracted."

Reducing distractions is not the only positive outcome of the change, as teachers have also found new opportunities for creative lesson plans.

"It has sort of inspired me, now that students have a proper device in class, to use technology more often knowing that those resources ... are free of distractions," English teacher Allison Krause said.

However, some teachers worry that it may take some time to ensure that all students have a laptop or Chromebook, and until this happens, lesson plans may be

slowed down.

"I still have some concerns about making sure that all students have a device every day ready to go

— I think there's still an adjustment period happening ... I often have to send students to the Chromebook cart to get a laptop," Krause said.

However, some students have had difficulty with obtaining school-issued Chromebooks when needed.

"I needed a Chromebook for Life Skills class, so I went in to get one from the library — and there were no librarians present, and the tech staff wasn't in there," senior Madeline Donnellan Valade said.

She said "a lot of people feel like it's hard to get access to a Chromebook," which leads to students spending time trying to find a device instead of in their classrooms learning.

While some students are having some difficulty getting access to school-supplied

Chromebooks, other students who are able to bring in their own devices have not noticed a substantial difference this year — potentially due to a lack of thorough enforcement.

"I have not noticed much of a difference from last year. I honestly haven't seen much of a reaction from students ... the [BYOD change] sounds good, but it seems like maybe it's not being enforced in the classroom as much

as it should be," senior Catherine Garlitz said.

'It has sort of inspired me, now that students have a proper device in class, to use technology more often knowing that those resources... are free of distractions.'

-ALLISON KRAUSE

The 2019-2020 journalism staff welcomes you back to school!

Digital learning specialist plans to help teachers implement new technology in the classroom

By Eli Heanue
INDEPENDENT EDITOR

After working at four other high schools, Matthew Tangney has joined the faculty as a digital learning specialist to assist teachers in integrating new technology into the classroom, as well as to train students on how to use technology more effectively.

Tangney said he attended Colby College in Maine, majoring in history and Spanish. He later went to graduate school at both the University of Massachusetts Boston for his master's degree in education, as well as Salem State for his master's degree in history.

After graduate school, Tangney taught at Marblehead High School.

"I first taught history and Spanish at Milton, and then went on to teach at Marblehead, North Andover, the O'Bryant High

School in Boston, and then back to Marblehead," he said.

Despite mainly teaching history, he had a similar position to his current role as the digital learning specialist in his last year at Marblehead.

"My role here is mainly to help teachers figure out new ways to use technology inside the classroom," he said.

Tangney said he hopes to incorporate new and more interesting technology into the classroom.

"This school has access to 3D printers, which provides more possibility for teachers to give their students a better visual of what they are learning. There are so many things available online

to be 3D printed that could be useful in classrooms," he said.

History teacher Jennifer Coleman said Tangney's teaching experience and interest in technology make him a great addition to the school.

"He is a teacher who became interested in technology, so the way he looks at technology is through a teacher's perspective, and I think that is really valuable when he helps teachers implement technology in the classroom," she said.

'He's positive, and even though he's new to the school, he's learning and being productive.'

-MAX WARNOCK

Junior Max Warnock said he is doing an independent study with Tangney, which involves organizing the sign-out system for the Chromebooks and fixing



ELI HEANUE PHOTO

Digital learning specialist Matthew Tangney formally taught history and Spanish.

the broken computers.

"He's positive, and even though he's new to the school, he's learning and being very productive," he said.

Outside of teaching, Tangney said he enjoys skiing near Mt. Washington and working for the ferry services in Boston.

FUN FACTS

- Favorite old movie: "Star Wars"
- Favorite place to travel: Italy
- Favorite sport to watch: football
- Favorite dessert: hot fudge sundae
- Biggest fear: getting poked in the eye
- Favorite holiday: Thanksgiving
- Loves to play legos with his son
- Favorite musician: Johnny Cash/ the Beatles
- Spirit animals: Statler and Waldorf from "The Muppets"

FUN FACTS

- Favorite vacation spot: Long lake, Maine
- Favorite weekend activity: going to spin class
- Favorite celebrity: Jennifer Garner
- Favorite ice cream flavor: chocolate marshmallow
- Favorite show to watch on Netflix: "Scandal"
- Favorite animal: golden doodle

Special education teacher joins faculty, focusing on English, algebra II, and chemistry

By Jenna Cirella
INDEPENDENT EDITOR

After teaching at Andover High School where she primarily focused on English, new teacher Kayla Nice has joined the faculty as a liaison in the special education department, teaching algebra II, chemistry and English.

Nice grew up in Haverhill and attended Central Catholic High School.

She received her bachelor's degree in English and secondary education at Saint Anselm College in Manchester, N.H., and her master's degree in education and special education at Merri-

mack College in North Andover.

Nice said that the community at Manchester Essex has been very welcoming.

"Everyone seems so positive here, and it is such a comfortable environment. So far, it has been wonderful working here," she said.

She said that from a young age, she knew that she wanted to be a teacher.

"I always knew I wanted to work with students and try to make a difference in their lives. When I was in college, I started substitute teaching as a part-time job and fell in love with it," she

said.

When she is not teaching at school, Nice said she spends her time on vacation at Long Lake in Maine.

"A lot of times we go up to Maine, and I go up there with my family a lot of time, and it is a great spot," she said.

Junior Michael Quille said Nice has been helpful with organization.

"As far as me as a student, I have always struggled with organization, and her being able to help me has been a big part of my success so far this school year," he said.

Math teacher Josh Wladkowski said he enjoys having Nice in his algebra II classroom to shoot ideas off of and help out students during class each day.

"She has the ability to do certain activities a little bit dif-



JENNA CIRELLA PHOTO

Students said special education teacher Kayla Nice brings organization skills to the classrooms.

ferently to help benefit the kids with IEPs and special needs in terms of math that I might not necessarily pick up on, especially with the large class sizes," he said.

Guidance counselor aims to build trusting relationship with students

By Tyler Erdmann
INDEPENDENT STAFF

Counselor Amanda Rumble has joined the guidance department, after interning last year, to replace counselor Gillian Polk.

Due to her previous experience, she already knows some of the students, Rumble said.

Junior Abby Conway said she liked Rumble last year.

"Last year when we were setting up our schedules, she was very helpful when the other guidance counselors were busy," Conway said.

Rumble graduated from Endicott College with a degree in psychology. She received her



master's degree at Salem State University in school counseling and adjustment counseling.

Director of guidance Beverly Low said Rumble worked with Polk last year to understand the day-to-day rhythm of the office, and because of this, Rumble has managed her flexible schedule well this year.

Rumble said that she hopes to get to know all of the students on

'She is a good fit and already knows how the department runs.'

-BEVERLY LOW



TYLER ERDMANN PHOTOS

Guidance counselor Amanda Rumble, shown with guidance administrative assistant Laurie Carlson, was an intern last year.

a personal level, and she wants to make sure that every student feels like they can trust her as a guidance counselor.

Rumble said she hopes that she can be able to help every student that she can and be able to solve their problems.

"I hope to establish a trusting relationship with all of my

students," she said.

Low said she likes the addition of Rumble and is grateful that Rumble is part of the department.

"She is a good fit and already knows how the department runs," said Low.

Rumble has already begun helping students with their col-

FUN FACTS

- Favorite sport: gymnastics
- Likes to read in her free time
- Enjoys spending time outside
- Grew up in Gloucester, Mass.
- Has a dog
- Often listens to 92.5 the River
- Has an older brother

lege agendas. Students said they enjoy working with her because she has been a good resource for them.

Senior Maria Cristoforo said Rumble has been helpful.

"She has been amazing, I went to see her, and we talked about my plans for college. She was very helpful and answered all my questions," she said.

Guidance counselor takes year-long leave of absence to travel the US

By Madeline Lai
INDEPENDENT EDITOR

Guidance counselor Gillian Polk has taken a leave of absence for the 2019-2020 school year to road trip around America and reconnect with old friends and relatives, she said during a phone call.

On Aug. 17, Polk left Nova Scotia, Canada, where she was with her family and drove to Vermont to begin her trip.

Next, she drove to Detroit and around to western Michigan and Lake Michigan, "which was beautiful, and a great surprise," Polk said.

One of the main goals of her year-long trip away from home and work is to visit people she has not seen in years; therefore, Polk spent time with her gap-year roommate, who now lives in

Northern Michigan, she said.

"With social media, we keep in touch a little bit, but spending two nights at her house and getting to know each other as we are now... it was really incredible," Polk said.

She also had the opportunity to see her old high school friend whom she had not seen since 1989 when she graduated, she said.

For sleeping arrangements, spending the nights in her car has been comfortable with a folding bed platform that a friend built for her, Polk said.

Another goal for the year is to visit new sites around America and to be able to go to these places spontaneously along the way.

"It has been cool to go to places like the Badlands - places that I've seen pictures of before but have never been to myself," she said.

Polk said her feeling of recklessness prompted her to begin planning and saving for the trip a number of years ago.

"My goal is to reconnect with people and get out of the little, comfortable rut I was in... I am trying to be more in the moment

'My goal is to reconnect with people and get out of the little, comfortable rut I was in.'

-GILLIAN POLK



COURTESY OF GILLIAN POLK

To reconnect with old friends and travel the United States, guidance counselor Gillian Polk has taken a year-long absence.

and appreciate where I am," she said.

Having an open mind has allowed her to be excited with anticipation for all of her trip and her adventures to come this year, Polk said.

At the same time, she said she

is eager to return home, see her family in Massachusetts, and come back to work.

"I am so grateful for how everyone at school has been so supportive of me doing this... I hope everybody is off to a great start to the year," Polk said.

Gender Equality Club becomes platform for discussion, fundraising

By Olivia Turner
INDEPENDENT EDITOR

Founded by seniors Sofia Gillespie and Bridget Miller and advised by Lauren DuBois and Jessica Tran, the Gender Equality Club emerges this year as the first of its kind in the school community.

The club is similar to the school's Gender Sexuality Alliance or even the Humanitarian League because of its focus on human rights, but there are no existing clubs that focus primarily on women's rights and related issues, Gillespie said.

Started to facilitate conver-

sation about various women's rights issues, the club will tackle everything from the gender pay gap to reproductive rights to the Me Too movement, Miller said.

Gillespie said the club will meet once every two weeks and meetings will alternate between discussion about issues and the creation of posters. She said the posters will be displayed on a bulletin board in the school to teach the greater school community about the issues discussed.

Gillespie said she and Miller have long been conscious of the lack of class time devoted to the conversation around women's



OLI TURNER PHOTO

Seniors Sofia Gillespie and Bridget Miller formed the Gender Equality Club to raise school awareness of women's rights.

rights and their role in current news.

"We didn't have a platform or a space to really talk about it, but I think this club allows us to have that opportunity, which is really important," she said.

Gillespie said she has always noticed a stigma around feminist

beliefs.

"Not being super in-your-face about feminism can help reduce some of the stigma around it," she said.

Miller said feminism has been a difficult subject to address in the school community, and the club may help with that.

"It's a sensitive topic to talk about anyway, and if we can make it a little more comfortable and easy to talk about in general, I think that's a great way to start," she said.

Gillespie said in addition to its main goal of discussing important topics in meetings, the club will fundraise for related causes such as Time's Up Now, Me Too, and Girls Opportunity Alliance.

She said following its first meeting on Sept. 12, the Gender Equality Club had an initial roster of about 21 students with a 1-5 male to female ratio.

Miller said she is inspired by the actions of other women.

"Seeing all the big movements going around globally and internationally, I just think it's super inspiring to see other women taking charge and doing something that they know is going to help people," she said.

Recently hired athletic trainer brings experience, knowledge

By Sofia Gillespie
INDEPENDENT EDITOR

New athletic trainer Stephen Sablack was hired over the summer after the previous trainer, Jill Levine, left at the end of last year.

Athletic director Jordan Edget said because football is required to practice in Essex some days and they are in need of a full time trainer, Levine still helps out with the Essex practices as Sablack is required to stay at the school every day for the needs of the other sports.

Sablack, who previously worked as an athletic trainer at Auburn High School in Auburn, Mass., said he applied for the job in Manchester in hopes for a change of pace.

Growing up as an athlete, Sablack said he had several injuries during his high school years playing soccer and lacrosse, and he had to spend a lot of time with the athletic trainer at his



SOFIA GILLESPIE PHOTO

New trainer Stephen Sablack helps sophomore soccer player Kai Carroll with an injury before practice.

high school, Toms River High School South in Toms River, New Jersey.

"Spending a lot of time with my athletic trainer, I kind of got a passion for the profession, and I kind of stuck with it," he said.

He later graduated from Salisbury University in 2011

with a major in exercise science and a minor in health. He received his master's in athletic training from Bridgewater State University in 2014.

Edget, who was integral in the decision to hire Sablack, said Sablack's abundance of experience, knowledge of athletic training

and overall demeanor earned him the position.

"We wanted a trainer that would get along well with students; he's very personable and easy to get along with... I think that's the feedback that we've gotten from the athletes thus far," he said.

Junior Maddie Lawler, a player on the girls' soccer team, has had some minor injuries this season and said she has had to spend some time with Sablack.

"He's really approachable and helpful... Even when there are multiple kids in his room all in need of his help, he does a good job of balancing the chaos," she said.

Sablack said he is already enjoying working here because of the welcoming student athletes and staff.

"It's nice to be a part of the team with the coaches and athletes without really being on the team," he said.

FUN FACTS

- **Favorite artist:** Cardi B
- **Biggest pet peeve:** socks and sandals
- **Favorite sports team:** Tampa Bay Buccaneers
- **Favorite athlete:** LeBron James
- **Favorite show:** "How I Met Your Mother"
- **Favorite sport:** Soccer

Science department's parakeet Peanut found by local resident after four days

By Mia Cromwell
INDEPENDENT EDITOR

After escaping from her cage and wandering outside for four days, Peanut, science teacher Maria Burgess's 2-year-old parakeet, was found, Burgess said.

A few days prior to the breakout on July 28, Peanut learned how to lift her cage door up with her beak, so Burgess said she made sure to secure the door.

The following day, Burgess was sitting outside on her deck with Peanut and her brother Perry, when she suddenly heard the cage door open. When Burgess looked up, Peanut had flown out of the cage to a nearby branch.

Burgess said she played parakeet chirping music and walked around Manchester for four and a half hours to look for her, but Peanut didn't come back.

Science teacher Keith Hartan, who said he helps Burgess take care of the parakeets, got a text from Burgess that day saying Peanut escaped, so he went over to help Burgess find her.

"I sat in the backyard for an hour, and I could hear Peanut's little chirp way off in the distance and knew that that was a pretty bad sign that her homing skills were not at all intact," Hartan said.

He said he didn't think Peanut would survive.

"I was worried because I assumed there was no chance. It was hot out. She's used to me



being a servant [to her], so we didn't expect to see her again," Hartan said.

Burgess said she also didn't think Peanut would survive because there was a storm that night, and Peanut was gone for four days.

When she checked Facebook on Aug. 1, however, she said she was surprised to see Peanut's photo on the feed of a town resident, Rebecca Paccone.

Senior Mason Paccone, Rebecca Paccone's son, said that his mother found Peanut sitting on the back patio. He said she proceeded to capture the bird in their cat carrier and post a picture on Facebook.

Other than Peanut appearing a little "fluffed out" due to stress, Burgess said she was back to normal after she had slept.

Burgess said she was worried and depressed about Peanut's absence because she felt responsible, but she also felt thankful



COURTESY OF REBECCA PACCONE

Science teacher Maria Burgess kisses her parakeet Peanut when they are reunited after his escape from his cage.

for the group effort that went into finding Peanut.

"I'm really glad we found her, and I'm just so grateful for having such a small community... and we wouldn't have found her if it wasn't for social media," Burgess said.

Summer internships provide students with lab experience

By Hannah Freeman
INDEPENDENT EDITOR

Over the summer, 10 students completed internships following their study of scientific research in the authentic science research (ASR) I class.

Seniors Bridget Miller and Bridget Twombly worked at Tufts University through the Tufts University Biomedical Engineering Research Scholars Program (TUBERS). This program offered the students experience in various biomedical engineering disciplines, as they had the opportunity to first learn about the many labs, then choose one to work in, Twombly said.

"We spent the first three weeks going to the different labs at the Science and Engineering Institute and the Science and Technology Institute. We listened to professors explain the work they were doing in the labs; then for the last three weeks we got to pick a specific lab and work with them," Miller said.

Both Miller and Twombly worked in the Lauren Black Lab, although they focused on different aspects of Black's cardiac research.

"I was doing a lot of work with cardiac tissue regeneration. I got to work on a lab where we looked at the proliferation and activation of neonatal cells when exposed to a cryo injury. From this internship, I learned a lot about lab culture, and it helped



HANNAH FREEMAN PHOTO

Senior Bridget Miller presents her ASR project on cardiac repair research after working at Tufts University with her partners.

me realize I do want to go into a field like that," Twombly said.

Senior Sophia Pomeroy worked with a mentor from Brigham and Women's Hospital, conducting the first few stages of meta analysis in addition to helping find additional articles for the study and working on a survey being conducted to determine the rates of testing and anti-retroviral treatment of HIV among men in Sub-Saharan Africa.

"Basically we took studies and combed through them to answer a question or come to a conclusion. My job was to go through articles looking for specific criteria each article possessed. We started with 12,000 articles and slowly brought it down to a few hundred," she said.

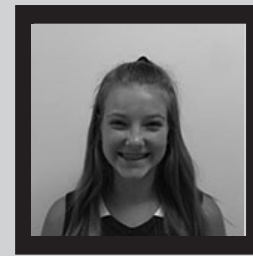
Pomeroy is continuing to work on the assignment along with a few others.

"A few other people have recently come on board the project, which has really helped to speed up the process. I have really enjoyed working on this and learning more about research," she said.

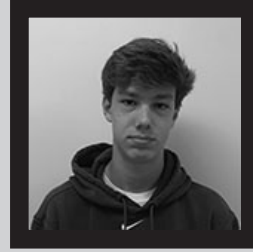
In addition to learning about scientific research, ASR teacher Maria Burgess said that the programs helped students gain important life skills.

"All the students had to learn how to commute, understanding they needed to be someplace at a certain time, then taking public transportation to get there. I think they also learned how to sign up for something, unpaid as a volunteer, and stick with it, not quitting quickly," she said.

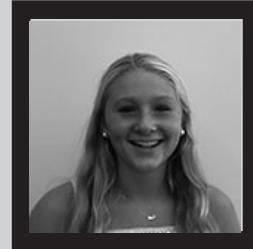
Burgess said she hopes the internship experiences led the students to appreciate the amount of work that goes into every phase of scientific research.



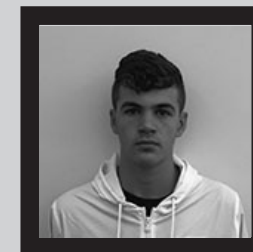
Freshman Paige Garlitz:
"[I like] when my family and another family go to Martha's Vineyard over the summer."



Freshman Jack Erdmann:
"I like to play lacrosse over the summer."



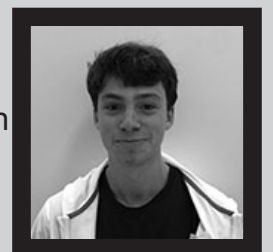
Sophomore Shea Furse:
"My favorite thing to do over the summer is traveling and going to the beach with my friends."



Sophomore Kai Carroll:
"I really like to travel during the summer."



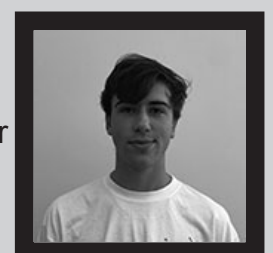
What is your favorite activity to do over the summer?



Junior Emerson Kahle:
"I really like to play soccer with my friends."



Junior Nora Smith:
"During the summer, I like to go to the beach with my friends and go tubing."



Senior Ellis Webber-Provost:
"My favorite activity to do over the summer is to go fishing with the boys."



Senior Molly Brady:
"I love hanging with my friends, whether it's getting ice cream, going on a boat, or going to the beach."

New Device Policy

Should phones be allowed in the classroom?

Pro

Thymen de Widt

Rather than removing phones from the classroom, teachers should better regulate students' phone usage due to the educational benefits that phones provide.

In prior years, students have used phones as a classroom resource, using them to access Google Classroom, record their homework, and utilize other helpful applications.

By banning cellphones, the school aims to eliminate distractions so students can better focus on their education.

Principal Patricia Puglisi said, "Phones [create] more obstacles and distractions, [while] a bigger screen with less distraction adds more to the classroom and helps with classroom management."

However, the school Wi-Fi already helps prevent distractions by blocking access to social media platforms and video games on mobile devices. Also, due to the school's location, cellular networks do not have a strong connection within the building, which further prevents students from distracting apps.

Instead of completely removing all cell phones from the classroom environment, teachers could prevent misuse of mobile devices, while also teaching their students how to properly use them.

Taking away all phones from the room has the potential to agitate students, creating a negative classroom environment. However, if teachers were to only take away the phones of individual students who misuse them, students would be more aware of the consequences, and learn how to appropriately use their phones in working environments.

Mobile devices are becoming more advanced each year and will become even more important in our daily lives. Teachers should be utilizing phones more, due to our increasing dependence on them.

According to an article published by The Derek Bok Center for Teaching and Learning at Harvard University, the use of mobile devices facilitates the way that students can obtain useful information within a classroom, and allows teachers to create more engaging classroom activities.

By better regulating phones in classrooms, teachers can both utilize phones for educational purposes, and teach students how to properly handle their devices.

Con

Paige Swanson

Due to their distracting nature, phones should be kept out of the classroom.

While technology can play an important role in education, cell phones provide distractions, like consistent notifications and the temptation to use social media, that can distract students from curriculum.

History teacher Jessica Tran said she believes allowing cell phones in class creates an unproductive learning environment because, in her experience, they have led students to lose focus on their academics and absorb less information.

Phones force students to focus on two things at a time, which has adverse effects, according to Paul Atchley of the Harvard Business Review.

"Multitaskers do less and miss information. It takes time to re-orient to a primary task after a distraction such as an email. Efficiency can drop by as much as 40%. Long-term memory suffers and creativity... is reduced," he wrote.

Thus, students are greatly disadvantaged when they are able to use their phones in class, as they absorb far less information.

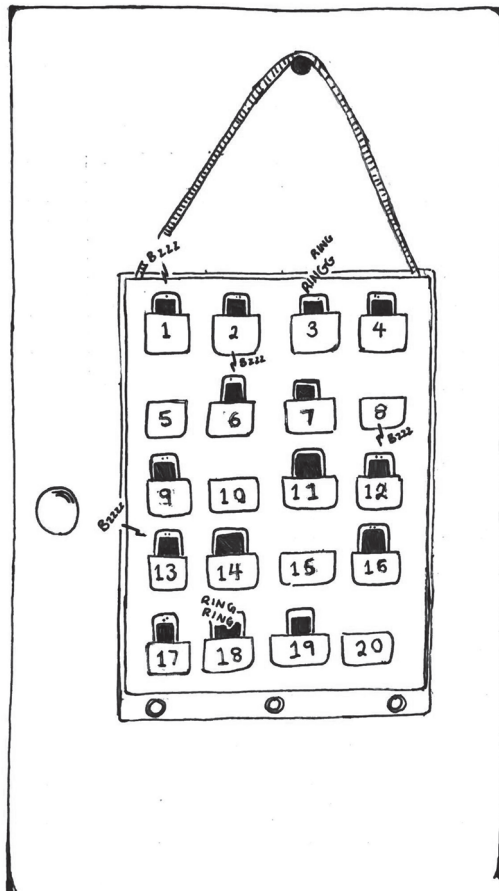
Although some students are able to stay off their phones, the human brain is more willing to respond to social messages, like texts or other social media alerts, than it is to lectures or readings in school, so it can prove to be very difficult for students to resist the temptation to use their phones.

School can also serve as a rare time for students to have a break from their phones, as technology takes up an increasingly large amount of students' time.

Social studies teacher James Walliman believes it is extremely important to allow students time away from their phones.

"It's less about [keeping phones out of] the classroom for me than it is about the societal addiction that we have to phones, and how much different interaction with students are since I started teaching to now. I place almost the entire blame on the difference I see in students today on technology," he said.

For the good of students' mental health and academic performance, phones should be silenced and put away while in the classroom in order to create a more productive learning environment.



ELI HEANUE ILLUSTRATION

Developed countries should find improved disposal methods for recyclables

By Domino Morris
INDEPENDENT EDITOR

Recycling is an idea deceiving citizens all over the world because waste isn't always disposed of properly. Countries should become more self-sufficient with their disposal of waste and support more recycling centers to ensure the reuse of recyclable materials.

According to the Aug. 17, 2019 article "Plastic recycling is a myth: what really happens to your rubbish?" by Oliver Franklin-Wallis from

theguardian.com, waste disposal became a global issue in 2018 when China restricted its imports of recyclables because the waste was often contaminated, which

makes it more difficult to process. Many countries, such as the U.S., relied on China to keep the price of recycling low and to take their excess waste.

After China shut its doors, developed countries turned toward poor countries in Southeast Asia, such as Indonesia and Malaysia, but they also later implemented bans against the imports, according to Franklin-Wallis.

Recycled material is often being disposed of as waste because these penurious countries do not have sufficient resources to process it all, Franklin-Wallis wrote.

According to "How America Is Sabotaging The Global War On Plastic Waste" by Dominique Mosbergen on Huffpost,



COURTESY OF PIXABAY/PILGRIMPASSING

After China stopped accepting recyclables, developing countries in Southeast Asia picked up the slack but soon after imposed their own regulations. Thus, many waste management companies simply dispose of their recyclable products as they would trash.

poverty-stricken countries that are bombarded with trash often allow waste to flow into the ocean (adding to the Great Pacific Garbage Patch), pile

into landfills, or have it burned (releasing harmful chemicals into the Earth's atmosphere), taxing the environment. Many waste-management sites in the U.S. are

choosing to simply throw away recyclable materials because it is easier and less expensive than actually recycling the waste or joining the illegal waste trade, writes Alana Semuels in "Is This the End of Recycling?" on theatlantic.com.

Throughout the world, towns are suspending their recycling programs because they do not have a profitable way of disposing of their waste.

Developed countries especially need to become more self-sustaining and reuse their own recyclables by creating more infrastructures and putting more resources into the technology of breaking down waste.

If recyclable materials cannot be disposed of correctly, people should stop using and buying the waste in the first place. Bans should also be placed restricting the amount of waste that can be produced, and new green initiatives should be enforced surrounding better recycling practices.

STAFF EDITORIAL

Trade war with China must end, recession risk at play

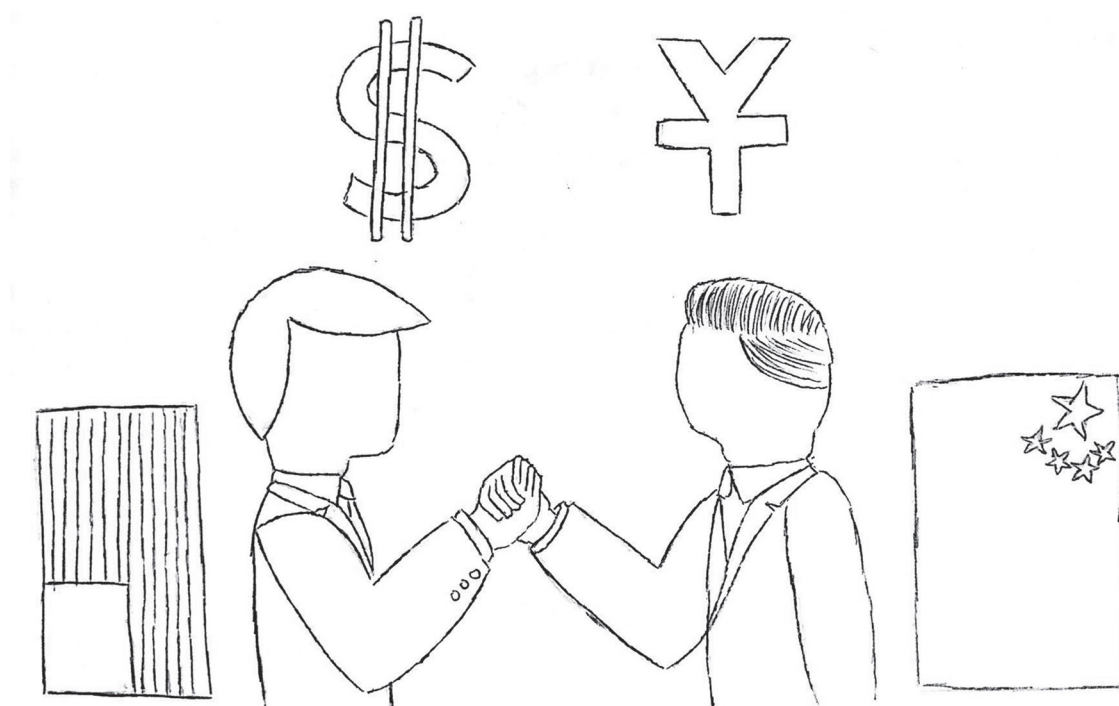
Ending conflict may also reinstate US as global economic leader

The trade war between the United States and China has already lasted for over a year – and it is high time the U.S. end the standoff now, on its own terms.

In the past year, U.S. President Donald Trump and Chinese General Secretary Xi Jinping have steadily escalated the trade war through a series of increasing tariff rates on imports from each country. However, it would be far more prudent for the U.S. to end the trade war now in order to both claim victory and to avoid a massive recession.

After all, the fact is that it is not China, but the United States that happens to be in a somewhat stronger position to “win” this trade war.

According to Panos Mourdoukoutas’ article, “A Big Mistake China’s Political Elite Makes In Fighting the Trade War,” in Forbes Magazine, the Chinese leadership is making a tactical error because “the Chinese political elite believe that they have achieved power parity



ANTON KOZYREV ILLUSTRATION

with the United States.”

China believes that it can last long enough in this trade war so as to ensure a “win-win” outcome – but this is by no means a guarantee, as an interdependent trade relationship is certainly not the same thing as a relationship between equals.

It is for this precise reason that the United States is better slated to have a more favorable outcome if the two parties sit down for negotiations – for

China is slightly more dependent on exports to the U.S. than the U.S. is dependent on imports from China.

According to Charlie Campbell’s article, “U.S. Can’t Win the Trade War and Neither Can China,” in Time Magazine, US consumers make up such an astronomical proportion of China’s customers that the latter “would require the Netherlands, the UK, Germany, India, Sweden, and France to source their cellphones

from China” just to cover the loss of the U.S. market.

This translates to a certain “wobble room” for the U.S. when it comes to outlasting the other in a trade war – something that negotiators would do well to emphasize in trade talks.

Not only would a U.S.-led effort to start trade discussions allow the United States to come away with a favorable outcome and restore its standing as an economic leader, but it would

also avert a potential recession.

Alarming headlines made their way across the world at the end of August, referencing declining jobs and industry expansion.

According to Anneken Tappe’s article, “U.S. Hiring Slows, Economy Added 130,000 Jobs in August,” on CNN.com, the rate of hiring is declining slightly, being lower than in previous months but still solid overall.

However, the issue is in industry sectors that have tended to be hard-hit by the trade war, such as manufacturing. Tappe reports that “3,000 jobs were added in that sector,” a far cry from 2018, when “manufacturing job growth averaged 22,000 per month.”

The reason for this decline is because of higher costs and fees for many businesses and industries. Research facilities and start-ups that receive funding through Chinese investment will suffer if this trade war continues.

There will be a recession – but it won’t necessarily be like that of 2008. Rather, it will stem from a lack of innovation in the marketplace, a side effect of a prolonged trade war.

As such, it becomes crucial that the US brings the trade war to an end, both to claim a global economic victory and to avoid a major global economic recession.

Instagram ‘like’ count feature increases societal pressures, anxiety

By Madeline Lai
INDEPENDENT EDITOR

Removing the “like” count feature on Instagram would benefit users by improving mental health, decreasing societal pressures, and reducing social media comparison.

In July 2019, Instagram, a social media platform that allows users to share, like, and comment on others’ photos, announced they would be testing the idea of removing the number of likes shown under posts.

According to Scott Simon of NPR, initially the test was only conducted for Canadian users, but six more countries includ-

ing Ireland, Italy, Japan, Brazil, Australia, and New Zealand were added to the experiment.

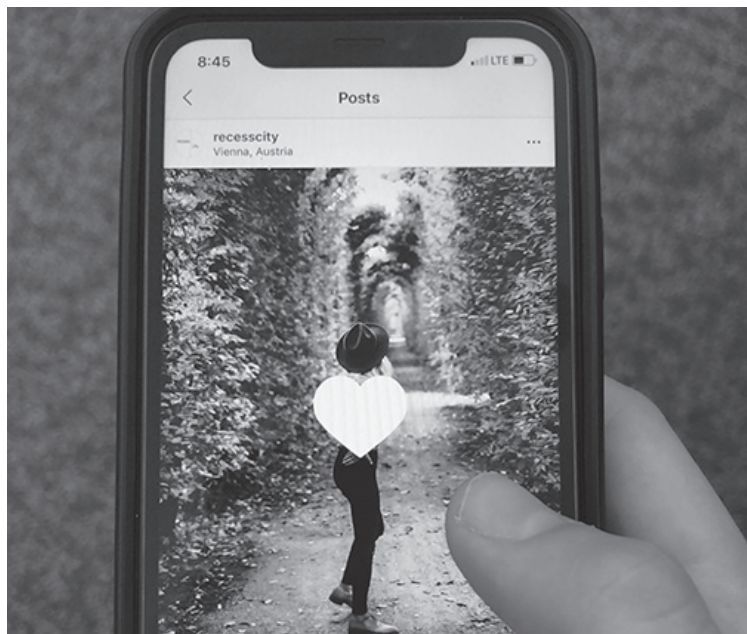
Added to the list should be all countries where users have access to the platform, including America, for the better health of users internationally.

Implementing the feature will ameliorate mental health issues and allow users to focus more on the content of photos and obsess less over the amount of likes a post receives and how that compares to their peers’ photos.

According to a tweet from Instagram, the goal of the test is for users to “focus on the photos and videos [they] share, not how many likes they get.”

Already, social media brings up insecurity regarding body image, societal pressures, and being excluded from social events.

“Likes” on a post contribute to a lack of self-confidence among users when people compare likes



MADELINE LAI PHOTO

The Instagram “like” feature should be removed for everyday users and should be retained only for business profile accounts.

on their post with their friends’ and attribute this to self-worth.

According to UCLA professor of psychology Matthew D.

Lieberman in a New York Times article, the feeling of rejection of not getting a certain amount of likes on a post majorly affects

users.

Users would regain some self-esteem, and the purpose of the platform, to share photos and content with friends, would be partially restored by removing this feature.

A disadvantage of turning off the like count would apply to those who use Instagram to promote their business or users who grow a social media following as a career.

To fix this issue, those who run their business on the platform should be given the option to turn on the like count for posts once they set their account to a business profile.

That way, those who use Instagram for their job will not be negatively affected by removing like count, and at the same time, other users who use the platform for fun or as a hobby will not feel the pressures of comparing likes with other posts or users.

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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.

FOOTBALL

Coach: Jeff Hutton

Captains: Seniors Henry Doane and Tristan Nowak and junior Will Levendusky

Record last year: 4-5-0

Record this year: 3-0-0

Rivals: Georgetown

Goals: Win the Thanksgiving game against Georgetown, win States, play at Gillette Stadium

Impact players: Seniors Tristan Nowak, Henry Doane, Tucker Hoff, Lars Arntsen; juniors Frank Wood, Will Levendusky, Gavin Glass; sophomores Luke Smith and AJ Pallazola

Coach's quote: "Last year we needed to scrap some plays, and we didn't have the ability to take people out and coach on the fly. Now we are able to do that, and I think that it is something that is really paying off."

Captain's Quote: "We are focusing on having more intensity in practices this year." - Henry Doane



Will Levendusky



Tristan Nowak



Henry Doane

BOYS' SOCCER



Kellen Furse



Thomas Birkeland



Jake Edwards



Finn Kiernan

Coach: Robert Bilsbury

Captains: Seniors Thomas Birkeland, Jake Edwards, Finn Kiernan, and Kellen Furse

Record last year: 9-6-4

Record this year: 5-1-4

Rivals: Hamilton-Wenham, Masconomet, and Rockport

Goals: Improve every day through games and practices, win the state championship

Impact players: The whole team

Coach's quote: "When we are all playing together and doing our roles correctly, we are just an amazing team. It's really exciting."

Captain's quote: "It is our destiny to win the state championship this year after all of our hard work."

- Jake Edwards

"We have a very strong group of boys this year, and we're hoping to make it far into the state tournament."

- Thomas Birkeland

GIRLS' SOCCER

Coach: Luke Cosgrove

Captains: Seniors Mia Cromwell, Sofia Gillespie and Maya Baker and Junior Dasa Hase

Record last year: 15-3-2

Record this year: 6-1-3

Rivals: Amesbury and Hamilton-Wenham

Goals: To make playoffs, win CAL Championship, win against large schools, make state finals

Impact players: Captains

Coach's quote: "They're great kids, they work hard, and they like each other, so it's been a blast coaching them."

Captains' quotes: "Collectively, we're a stronger team than I think we've ever been before. It's less focused on individuals and more focused on us [as a team]."

- Mia Cromwell

"We all work well together. It's not like one player is better than everyone else. It's like we all level each other out, and it works really well." - Dasa Hase



Sofia Gillespie



Mia Cromwell



Maya Baker



Dasa Hase

FIELD HOCKEY

Coaches: Kara Crovo

Captains: Seniors Christina Bullock, Isabell Amigo, Bridget Twombly

Record last year: 16-1-5

Record this year: 6-0-2

Rivals: Masconomet, Ipswich, Swampscott, Lynnfield

Goals: Improve team chemistry, go undefeated, win the CAL League

Impact players: Senior Cagney Pallazola, junior Lily Athanas

Coach's quote: "This year, we have a lot of new key players on our team. One of my biggest goals is to have the team connect and work as one out on the field." - Coach Kara Crovo

Captains' quote: I want to make our team feel like a family, and we've been doing really well with that so far, so I definitely want to keep the good team chemistry through the season." - Bridget Twombly



Christina Bullock



Bridget Twombly



Isabell Amigo

CROSS COUNTRY

Coach: Mark Dawson, Steve Whittey

Captains: Senior Olivia Ford Junior Olivia Turner, Eli Heanue, Will Kenney

Record last year: : Girls': 1-9-0 Boys': 4-6-0

Record this year: Girls 1-1-0 Boys': 2-0-0

Rivals: Hamilton-Wenham, Amesbury

Goals: Team bonding, improve fitness each meet

Impact players: juniors Will Kenney, Olivia Turner

Coach's quote: "For the upcoming meets, we want to try and improve every single race" - Mark Dawson

Girls' Captain's quote: "My goals are for us to run as well as we can both individually and as a team" - Olivia Turner

Boys' Captain's quote: " I am looking forward to the team getting to know each other and invitationals" - Will Kenney



Eli Heanue



Olivia Ford



Olivia Turner



Will Kenney

GOLF

Coach: Hollis French

Captains: Seniors Ian Taliaferro, Mason Paccone

Record last year: 4-9-0

Record this year: 6-2-0

Rival: Rockport and Hamilton-Wenham

Goals: Make the playoffs, have fun

Impact players: Seniors Ian Taliaferro, Mason Paccone, William Pollock, Spencer Meek

Coach's quote: "[Our first goal is to always have fun... Yes, we like to compete [and win], but we must remember to enjoy the sport."

Captain's quote: "[We] are on an upward slope, having won the last five matches in a row, and we are looking good for the remainder of the season." - Ian Taliaferro



Mason Paccone



Ian Taliaferro

AP Studio Art students complete summer assignments, focusing on expressing different artistic, creative styles

Artists complete summer work to begin portfolios before school year

By Mia Cromwell
INDEPENDENT EDITOR

Over the summer, AP Studio Art students, including seniors Penelope Rodier and Naomi Franklin and junior Abby Thomas, completed 20 sketchbook assignments, three interpretive works, and three observational pieces, Thomas said.

AP Studio Art teacher Tamera Burns said the interpretive pieces depict connected ideas or ideas from memory.

Franklin said an observational style of art depicts something realistic and literal.

“Observational means it has to be from something that you see. It can’t be something that you have made up,” she said.

For her observational pieces, Franklin said she worked on a self-portrait oil painting along with a few landscape paintings from her grandfather’s house.

Thomas said she completed a landscape watercolor painting, a necklace charm drawing, and a figure drawing.

“My full body figure drawing [was my favorite] because I had fun with it. I got to use color. I really pushed myself outside my normal limits, and I feel like I grew as an artist,” she said.

Burns said that she always



COURTESY OF NAOMI FRANKLIN

Senior Naomi Franklin is taking AP Studio Art this year and completed this oil painting self-portrait over the summer.

gives summer work to the AP class. She said she enjoyed Franklin’s, Rodier’s, and Thomas’s pieces.

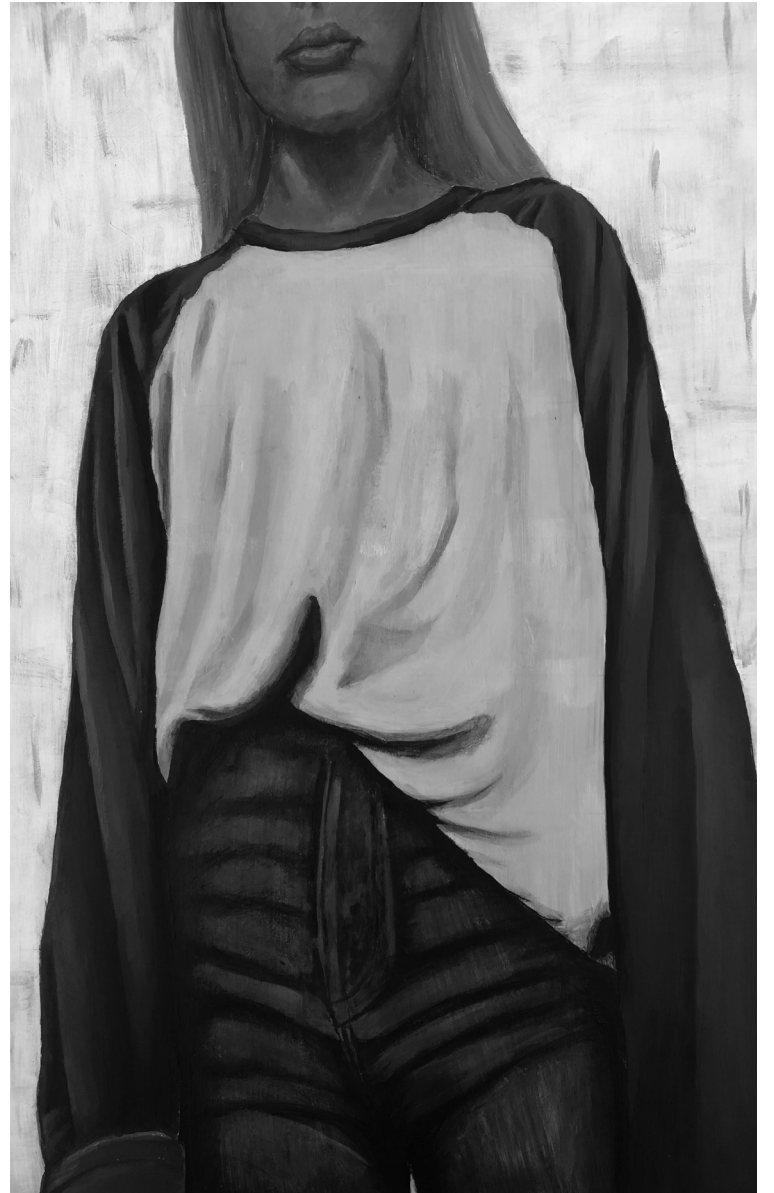
“They all did... really nice work... They devoted considerable time to it, and that work will go on display next week,” she said.

Rodier said this year, AP Studio Art is focusing more on the creative process of art rather than producing a large number of pieces.

“We’re creating... art in our sketchbooks because we’re planning it out so much, and we’re using all this visual imagery. It’s really cool. I like the new approach,” she said.

Franklin said she enjoys art because it provides her with a channel to express herself.

“I just find it... relaxing. I am a big fan of art in general... so being able to make what I want to look at, I guess, is something that is really fun for me, and



COURTESY OF ABIGAIL THOMAS

Junior Abigail Thomas, a student in AP Studio Art, created this figure painting using a strong neon palette.

it’s just a good outlet for if I ever want to express something or if I ever have a really good idea in my

head. It’s very satisfying to be able to put it down on a piece of paper,” Franklin said.

New Art and Design AP test emphasizes preparation, practice

Redesigned test allows artists to fully develop their concentrations through repeated experimentation

By Sofia Gillespie
INDEPENDENT EDITOR

By taking away the “breadth” section, which focused on displaying technical skills, from the AP 2-D Art and Design test, the College Board urges students to focus more on the process, practice, and experimentation of art.

Previously, the test had three sections: five quality pieces that focused on a broad range of technical abilities, 12 breadth pieces that displayed a range of competence, and 12 concentration pieces that demonstrated a sustained investigation of a developed idea, art teacher Tamera Burns said.

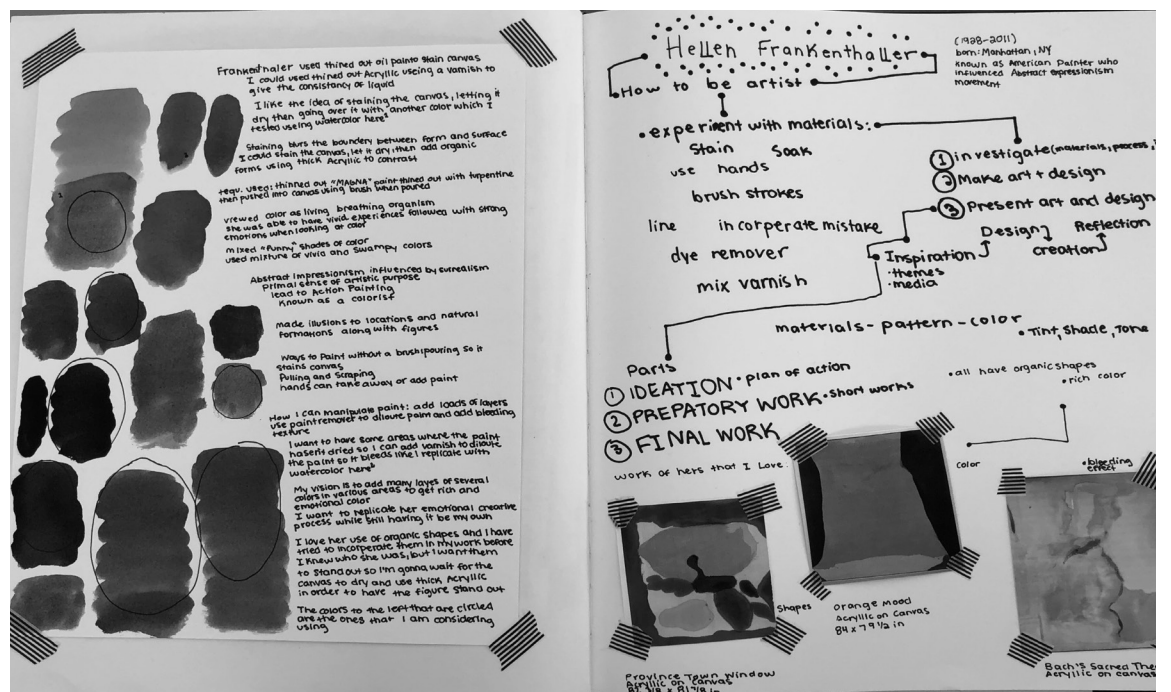
Now, the test only requires five quality pieces and 15 concentration pieces, allowing students to have a more developed concentration idea, Burns said.

She said this new approach to the test emphasizes inquiry and investigation from the students as they are creating artwork.

“The course skills are really all about making art through practiced experimentation, communicating, and reflecting on work; those are the key components to it,” Burns said.

For the first unit of her AP class, Burns chose an assignment focused on an in-depth artist analysis of Helen Frankenthaler, an abstract expressionist of the 1950s whose artwork is non-objective and color-driven.

“It made the most sense to start with an abstract, non-objective artist because it takes away a lot of the rigor of representational art, so what I really hoped for was that students learn how to do that artist investigation and learn



COURTESY OF TAMERA BURNS

Senior Penelope Rodier, a student in AP Studio Art, created this artist analysis of the abstract expressionist Helen Frankenthaler for her research and preparation to use for her final piece.

from it,” she said.

Senior Naomi Franklin, a student in Burns’ class, took the same class last year and said she is still getting used to the new approach.

“We are doing a lot more preparation work before we get to the final piece, which is interesting... I’m not personally the biggest fan of the approach because I like just going for it; I can do a couple of thumbnail sketches, but that’s where I reach my limit,”

she said.

AP Photography teacher Caroline Epp, whose students submit their photography portfolios to the same AP test as Burns’ class, said the emphasis on the concentration pieces allows students to work more like artists.

“You work like an artist; you experiment with things and figure out what works and what doesn’t. You reflect on things, and you do a lot of research,” she said.

In Epp’s class, she said, one

of her students is planning on focusing on an inclusive body image of different body types in her photos for the concentration portion of her portfolio.

Epp said the student has been researching and learning about cultural body type ideals, body types portrayed on social media, feminist literature, and artists like sculptor Marc Quinn, who sculpts male and female figures in less flattering but more realistic ways than other sculptors.

‘Stranger Things’ Season 3 lacks originality

Addition of new characters not enough to make new season a hit

By Sofia Gillespe
INDEPENDENT EDITOR

Netflix’s release of the third season of “Stranger Things,” created by brothers Ross and Matt Duffer, highlights an engaging action-packed plot but lacks the originality that made the first two seasons a must-watch.

Like the previous two seasons, the plot is addictive and forces viewers to watch episode after episode. Unlike the first two seasons, the storyline was too chaotic in comparison to the well-structured first and second seasons.

The writers of the show tried to intertwine too many elaborate storylines, the most cliché of them all being the search and discovery of an underground



NETFLIX.COM

While the newest season of ‘Stranger Things’ includes some of the successful elements that made previous seasons successful, the storyline is cliché and does not introduce enough new content.

Russian lab, which felt so unoriginal in comparison to the novelty of the original season.

The first two seasons developed their plots slowly in a way that felt engaging to the audience, but the plot of Season Three developed too quickly and

felt overwhelming because so much action and information was happening all at once.

It seemed as though the writers simply recycled material they wrote for the first two seasons, such as switching out crazy scientists with crazy Russian

scientists while keeping the same monster as the primary enemy. Making the monster more powerful and more menacing didn’t translate into creating a fresh, new threat for the characters.

Most of the cast remained the same as the earlier seasons, but

the new characters introduced in Season Three could be considered as the best edition to the storyline.

The character of Dr. Alexi (Alec Utgoff), a Russian scientist who helps other characters to discover the lab, stole the hearts of viewers with his wholesome nature.

The other addition to the cast of characters, Steve and Dustin’s new sidekick Robin (Maya Hawke), is witty and intelligent, and she doesn’t hold back on calling out her companions’ foolish plans.

These new characters were a good edition to the season, but unfortunately were not enough to make the season a hit.

Overall, the new season is trying to balance too much: coming of age character arcs, emotional scenes, love stories, terrifying horror-movie scenes, and goofy comedy. It worked organically in the first two seasons, but the new season felt forced and over-the-top in its writing and lack of originality.

ABC summer drama ‘Grand Hotel’ filled with secrets, scandals

By Isabella DiPasquale
INDEPENDENT EDITOR

In the ABC hit summer drama “Grand Hotel,” executive producers Brian Tanen and Eva Longoria put a modern twist on the internationally popular Spanish series “Gran Hotel.”

The series, which premiered on June 17, centers on the Riviera Grand, the last family-owned hotel in Miami Beach, its owner Santiago Mendoza (Demián Bechir), and his family. The plot intensifies as it peels back the family’s wealthy facade to uncover a myriad of scandals, financial hardships, and dark secrets.

The series begins with the arrival of a strong-willed young

man who is in search of answers to his sister’s sudden and unexplained disappearance. Danny (Lincoln Younes) attempts to explore a relationship with Santiago’s daughter, Alicia (Denyse Tontz), all the while pursuing his personal vendetta and attempting to conceal his true motivations.

Santiago Mendoza and his second wife Gigi (Roselyn Sanchez) got together after the death of his wife and Gigi’s best friend (Eva Longoria).

Santiago struggles to relieve his debt after taking out copious loans from a shady creditor in an attempt to save the hotel. His daughter Alicia returns from college with a business degree and the presumption that she will eventually manage the Riviera

Grand.

While Gigi attempts to define her place within both the hotel and her family, her twin daughters Carolina (Feliz Ramirez) and Yoli (Justina Adorno) serve in part as a comic relief until the plot allows for more significant character development.

Santiago’s playboy son Javi (Bryan Craig) is forced into a period of personal growth after getting caught up in a scandal with a hotel maid Ingrid (Anne Winters). Although Craig’s character is often merely involved in subplots, his sly humor brings an additional element to the program and provides a nice contrast to the intensity of the main plot.

The variety of interweaving storylines and abundance of subplots manages to keep the audience on their toes episode after episode.

In this adaptation of the show, the producers replaced some of the more historical conflicts with topics that are current in the United States. The series taste-



ABC.GO.COM

In ‘Grand Hotel,’ Danny (Lincoln Younes) works at the Riviera Grand while trying to uncover the truth about his older sister.

fully touches upon many relatable issues, such as the exploration of sexuality, coping with illnesses and addiction, and unconventional family situations.

As of this week, the show has not yet been renewed for a

second season, as the network made statements saying that the decision would be made after its run. The season finale premiered on Sept. 9, leaving viewers wondering what’s next for the show.

Clairo reflects on her past in ‘Immunity’

By Olivia Turner
INDEPENDENT EDITOR

Indie artist Clairo’s debut studio album “Immunity” is a nostalgic meditation on her teenage years.

Clairo, born Claire Cottrill, has rapidly gained popularity within the last year. “Immunity” reached 51 on the US Billboard 200.

The record opens with a solemn, sorrowful track entitled “Alewife,” a reference to the red line subway station in Cambridge, Mass. that she frequented as a teenager.

The song’s soft piano chords lead into a slow, prominent drumbeat. Cottrill sings sweetly over low bass, and simple, mournful lyrics accompany ambient swells of emotion to achieve her trademark sound in a new, more serious way.

The pronounced drumbeat is present in different ways throughout the album, paired with bass, electronic instruments, and piano to successfully complement her voice.

“Closer to You,” the second single off the album, is an unexpected departure from the mellow, dreamy sound of the majority of Cottrill’s past and present songs, crossing over entirely into electropop.

Upon first listen, the synth tones and autotune mask the natural smoothness of Cottrill’s



FADER RECORD LABEL

Clairo’s new album includes music inspired by her teenage years.

voice, but the signature hook is as catchy as ever, and her vocal quality is restored for each chorus.

“Bags,” the lead single from the album, is undoubtedly the

most important song on the record. It starts with bass guitar, and instruments are slowly layered one by one as Cottrill begins to sing.

The song leans more towards

soft rock, heavily featuring the bass guitar. Bursting with emotion, her tender vocals address her own first experiences with a love interest of the same sex.

Lyrics like “Can you see me? I’m waiting for the right time” explore the uncertain nature of spending time with a crush.

On “Feel Something,” piano carries her dulcet melody over a slow drumbeat. The song seems to sway hypnotically, and Cottrill’s smooth high notes cut through the booming bass.

The record sounds wistful and pensive in its entirety. Clairo is freshly 21, but “Immunity” is strewn with rich experiences and real, uninhibited emotion.

Instruments and lyrics alike ensure that tracks like “Bags” and “North” are meant to be played on repeat.