

# the INDEPENDENT

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## Summer Cuba trip provides students with new world perspective

Students and faculty reflect on their travels, contrast between America and Cuba

By James Riordan  
INDEPENDENT EDITOR

Searching for a unique trip abroad, a group of students and faculty traveled to Cuba from June 26 to July 2.

Juniors Annika Dahlin, Max Hahn, Ike Maloney, Savannah Reilly, and Olivia Rodier travelled with Spanish teacher Margaret Kane. Although history teacher John Mullady also planned to chaperone, Kane said only one was needed due to low enrollment.

Through Education First, they were grouped with high schools from Pittsburgh, Pa., and Ann Arbor, Mich.,

“We were all touring together, so we were really kind of mixed... It was great. The Pittsburgh kids were all from a performing arts school, so they were all musicians or actors. That ended

up being really fun,” Kane said.

The idea for the trip came when Mullady volunteered to present about his trip to Cuba in college during International Week, and he and Kane began talking about a trip with students.

Hahn said he was first intrigued due to the country’s history with the United States.

“I felt like it would be something different to do than a usual trip, so I decided to take on the opportunity,” he said.

The trip itself was centered in Havana, the capital, but the group also spent time in Viñales and Regla.

Kane said she would recommend the trip to other schools because “it’s profoundly different than other study abroad trips...It gives you, as an American, a different perspective on your own country [and a] beginning to understand a new culture,” she said.

Similarly, the students focused on the contrast and relationship between the United States and Cuba in their overall impression of the trip.

Maloney said, “Considering how close it is to the US,



COURTESY OF MAX HAHN

Students and faculty traveled to Cuba over the summer on a trip inspired by history teacher John Mullady’s international week presentation. Students said it was overall a very positive experience.

it’s like a completely different world. It’s almost like you’re in this place with no real contact to anything else. It’s quite special.”

Reilly agreed, adding, “It was really cool to see the difference in the governments as well as the living conditions of people

there compared to people here.”

Kane mentioned they were not allowed to explore on their own due to restrictions from the Cuban and American governments. They were still able to interact with the Cuban people.

“Our itinerary was organized

around a person-to-person visa. We relied heavily on our tour guide because he was Cuban and had profound understanding. We could ask him anything we wanted, and he could give us his own life experience as a response,” she said.

## Principal sets goals for year, focuses on student support

By Abigail Fitzgibbon  
INDEPENDENT EDITOR

Principal Patricia Puglisi set goals for her fifth year as principal, continuing a focus on social and emotional health as well as reflection to improve the school environment through the revised NEASC school accreditation process, she said.

In order to better support students, the school district partnered with the Yale Center for Emotional Intelligence to implement The RULER Approach to Social and Emotional Learning across the district, Puglisi said.

Director of the Yale Center for Emotional Intelligence, Mark Brackett, developed RULER to train teachers in understanding students’ emotional and social needs in school, she said.

RULER, which stands for “recognizing, understanding, labeling, expressing, and regulating emo-

tions,” is part of a district-wide initiative to help students address anxiety and depression in a supportive environment, Puglisi said.

“If we can be more proactive, then we may be able to help students not get to a crisis point,” she said.

On Sept. 27, the faculty began the first steps of RULER to learn how to meet students’ emotional/social needs. Phase two of the training, which will begin next year, will incorporate students into the training, Puglisi said.

Puglisi traveled with history teacher Lauren DuBois, school adjustment counselor Holly Brabson, and transitions teacher James Umile to Yale University on Aug. 8 for a two-day institute during which they learned how to initiate RULER, Puglisi said.

Brabson believes RULER is a natural fit to the school community, especially with Puglisi’s goal of creating a “community that cares.”

“I think that the social/emotional work goes hand-in-hand with ‘a community that cares’ because in order to have ‘a community that cares,’ you need to have people who really understand each other... so I think it’s a natural tie-in

**PUGLISI GOALS, page 4**

## Learning commons updated to collaborative space, includes high top tables, comfortable seating

By Juliette Kelley  
INDEPENDENT EDITOR

In an effort to accommodate students’ various needs, the administration decided to update the library, now referred to as the learning commons, to make it a more collaborative space.

The space underwent changes over the summer in order to fix problems that had occurred last year, digital learning specialist Del Vollink said.

“We noticed there was a lack of comfortable seating...that people were hiding in the stacks... [and] that nobody was using the reference books,” Vollink said.

Principal Patricia Puglisi said that after identifying that a change needed to be made, administrators visited schools in the area to find out the best way to update the learning commons.

“We decided we could create a space that meets the needs of today’s learner, and so we took out the books...[We want it to be] a place where technology is integrated appropriate-



JULIETTE KELLEY PHOTO

Students collaborate in the updated seating and table areas in the learning commons and take advantage of the open study areas.

ly and a place where students can work together,” she said.

Changes include adding high top tables and taller chairs in the front, and increasing the number of tables towards the back.

“We’re hoping that noise level will go from loudest to quietest in the back because everyone has different needs,” Vollink said.

Additionally, the tech team has been moved to be towards the front rather than in the back of the space.

“It was really good to move

the tech team forward [because] no one has to walk all the way to the back anymore,” Vollink said.

However, senior tech team member Kevin Albertazzi doesn’t really like the new tech team setup, he said.

“I like the new comfy chairs, but I wish the tech team was still in the back because it feels a little out in the open and out of place now,” he said.

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# Former physics teacher returns to teach STEM

## New curriculum emphasizes understanding material over grades

By Anton Kozyrev  
INDEPENDENT STAFF

Reading native Steven Cogger is returning to the high school as a STEM teacher after teaching physics, electronics and robotics at Reading High School. He taught middle and high school for two years at Manchester Essex from 2010 to 2012.

Prior to pursuing a career in education, Cogger worked as a technician at BMW of Peabody and an engineer for two decades. After graduating from Reading High School, he received a degree in Business Administration from Rutgers University and received degrees in Science and STEM Education from Tufts University, where he is currently completing his doctorate in STEM Education.

He said he is excited to be back, noting the sense of community at MERHS. Cogger said the school is



ANTON KOZYREV PHOTO

**Steven Cogger, who returned after teaching STEM at Reading High School, stresses the importance of absorbing the material.**

“smaller than others” and praised the school for its “pleasant learning and teaching environment for both teachers and students.”

Cogger said his goal for this year is to help students whose strengths lie outside

of traditional school subjects.

“My main goal for the year, which is the reason I was hired, is to create a STEM pathway,” he said, outlining his plans to create more diverse options for students.

He said he intends to impress

### FUN FACTS

- Has a pet cat
- Engineers in his spare time
- Travelled to the Dominican Republic
- Believes learning “how to think” is most important

upon students that understanding the subject materials is more important than mere memorization.

Regarding Cogger’s emphasis on understanding, sophomore Thymen de Widt said, “The class is less about grades and more about learning. Mr. Cogger is pretty focused on you as an individual.”

In his spare time, Cogger is an

avid engineer and likes “to take an engineering approach towards education,” taking what he has discovered as an engineer and applying it to teaching classes.

“I try to make sure that students focus more on trying things and not worry[ing] about failing and worry[ing] about learning instead of getting a good grade,” he said.

Mathematics department chair Dan Lundergan agrees with taking a more “understanding-based” approach to education.

“Theory is important, but it needs to be augmented with application. It’s not just what you teach, it’s how you teach,” Lundergan said.

Cogger’s research for his doctorate is on “playful learning,” something that he hopes to apply to his classes this year in order to see how a more experience-based approach towards learning will impact his students.

# Experienced guidance counselor from Salem joins staff

By Samantha Cawley  
INDEPENDENT STAFF

After working for the past 10 years at Salem High School, David Conwell has joined the guidance department.

Conwell attended UMass Amherst and studied history. He minored in psychology and then attended Salem State University where he received his masters degree in school counseling.

He considered teaching history, but in college he was persuaded to become a guidance counselor. He started his counseling career at Salem High School.

Conwell enjoyed his years teaching at Salem: “It was a really good experience. I had a lot of great students,” he said.

When he first came to the

### FUN FACTS

- Watches “It’s Always Sunny In Philadelphia”
- Plays the drums
- Worked as an Orthopedic Sales Representative before becoming a teacher
- Always wanted to be a film critic or a teacher



COURTESY OF HOLLY BRABSON

**New guidance counselor David Conwell, meeting with sophomore Sam Cawley, has been a guidance counselor for the past 10 years.**

school, he was, “really impressed with the students [and] the level of work they are putting in.”

He said he strives to help students to reach their fullest potential while maintain-

ing a stable state of mind.

“One of my targets I think will be to just try to help people to manage. Making sure they’re taking the right amount of classes, pushing themselves a lot, but without

going over the edge,” Conwell said of his goals for the year.

Conwell wants to form good connections with his students. “It’s really important for me to get to know my students.

So I don’t just want to know names and faces,” he said.

He has already started helping numerous students around the school.

“He was extremely nice and very helpful when I had to go rearrange my schedule,” sophomore Sophia Pallazola said.

Guidance counselor Holly Brabson said, “Mr. Conwell is a great addition to the guidance team. He came in and hit the ground running. He’s been eager to learn about how we do things in Manchester Essex and has really connected well with both the students and teachers at our school.”

Outside of school Conwell loves horror movies and music, mainly small indie bands. He also loves to root for Boston sports teams and play video games.

# New teacher joins science department after years of teaching in Europe

By Hannah Freeman  
INDEPENDENT STAFF

After visiting 15 countries and teaching in three, new science teacher Keith Hartan has joined the faculty at the school where he will teach biology and environmental science.

Hartan has taught science in Spain and Italy for two years each, in addition to teaching at Triton High School for two years and Masconomet High School for seven years.

Hartan attended the University of Connecticut and received an individualized major in consumer behavior. He then went to Central Connecticut State University for his teaching certification.

Hartan later attended Salem State for his master’s degree, his C.A.G.S. (Certificate of Advance Graduate Studies) degree, and his administrative license.

Hartan said he is enjoying working at the school so far this year.

“The communities of Man-

chester and Essex are wonderful, the kids are great, and this school is really extraordinary,” he said.

Hartan has noticed some differences between the schools at which he has taught.

“This school is a lot more environmentally aware than other schools. They are much further along in terms of sustainability,” he said.

Kristin Umile, the head of the science department, is looking forward to working with Hartan.

“Mr. Hartan is very well versed in science,” Umile said. “I am excited to have someone new on board in the department.”

Hartan said his goals for the year include “becoming familiar with the culture of the school and becoming a part of the school community.”

Freshman Dede Rodier said she is excited to have Hartan as a teacher for her biology class this school year.

**‘He knows how to capture his students’ attention and help us learn. He does things like quiz us on things we’ve learned, but he makes it a game.’**

- DEDE RODIER



HANNAH FREEMAN PHOTO

**Keith Hartan uses his experience from teaching abroad and incorporates it into his sustainability curriculum.**

“He knows how to capture his students’ attention and help us learn. He does things like quiz us on things we’ve learned, but he makes it a game,” Rodier said.

Outside of the classroom,

### FUN FACTS

- Lived in Italy previously
- Taught in 3 different countries: Spain, Italy, USA
- Enjoys eating insects
- Worked as an EMT before becoming a teacher
- Favorite city he has visited is Sevilla, Spain

Hartan said his favorite hobbies include running, reading, gardening, and occasionally eating insects. “I’ve snacked on [them] before. I actually don’t mind eating insects,” he said.

# Green Team additions, changes excite members

Changes, development promises future improvement in student-led projects for the team

By Mia Cromwell  
INDEPENDENT STAFF

Members of the Green Team are enthusiastic about the new teacher—Keith Gray, a chemistry teacher—and look forward to future improvements.

Gray applied when the position opened because he had always wanted to teach the class.

Currently, the class has two levels: the college prep or “apprentices” level and the honors or “scholars” level.

Gray said everyone in the class has a project lasting the year, but the apprentices can apply to help the scholars with their projects.

The apprentices also attend to hands-on tasks around the school that need to be completed.

Gray said one of his main focuses for the program is helping students gain confidence for



Chemistry teacher Keith Gray joined the Green Team as the new adviser. He hopes students this year will gain confidence in presenting their ideas and become proficient writers in the field.

presenting an idea and being proficient writers in this field.

“The whole aspect, I think, is driven to make students have the confidence to actually do the promotion, to be fluent in what they’re doing, and then ulti-



MIA CROMWELL PHOTOS

mately being able to write at the business level,” he said.

Green Team president senior Belle Allmendinger, who has recently been elected as National Green Schools Society president, joined the class as a freshman

and has high hopes for this upcoming year and years ahead.

“[The class is] getting back to that core principle of more independence and real-life learning skills, like a job. This year Mr. Gray is bringing back what

**‘This year Mr. Gray is bringing back what we lost last year.’**

-BELLE ALLMENDINGER

we lost last year, and more is expected of you,” she said.

Junior Annie Martin joined Green Team as a freshman as well. For her scholar project lasting the duration of the year, she maintains and overlooks the gardens—trying to incorporate gardening into a part of the science classes’ curriculum. Martin is excited about Gray’s role in Green Team.

“I like [Gray] a lot because he’s really invested. He definitely cares a lot about [Green Team], and you can tell even if you go in his room,” Martin said.

# Endicott math, education major teaches geometry, pre-calculus

By Sofia Gillespie  
INDEPENDENT STAFF

Courtney Brown, from Endicott College, will be student teaching with math teacher David Alger until December break.

Brown, senior, is majoring in math and secondary education. After spending this semester teaching, she will spend her next semester studying at Endicott College where she plans to graduate in the spring.

Brown has previously interned at Triton High School, Fecteau-Leary High School,

Beverly High School, Salem High School, and Essex Technical High School. She is helping teach honors Geometry and CP pre-calculus.

“The students are very motivated and exciting,” Brown said.

“The size of the school [is different]; everyone sort of knows everyone,” Brown said comparing MERHS to other schools.

She has established several goals for the coming year. “My goals for this year are just to be more confident running the classroom sort of on

my own because me and [David] Alger are co teaching for the most part,” Brown said. “There is a portion of my semester that I’m supposed to have full take-over in the classroom,” she said.

Freshmen Charlie Gendron, a student in Brown’s geometry honors class, said, “There’s a better student to teacher ratio so if you need help, there’s more than one person to help you.” He said Brown’s presence during class is helpful to him.

Sophomore Tristan Nowak, a student in Brown’s geometry honors class, said, “Two teachers in the room definitely helps because one can be teaching the whole class and the other can be focusing more on you.”



SOFIA GILLESPIE PHOTO

Endicott senior Courtney Brown’s goal is to learn how to lead the classroom.

Alger believes Brown enhances the classroom.

“She brings an element of organization and energy to class,” Alger said regarding his student teacher. “She sometimes has a different perspective on things

**FUN FACTS**

- Favorite place: Aruba
- Favorite TV show: “Pretty Little Liars” and HGTV
- Hobbies and interests: field hockey
- Dream travel location: Italy and Europe
- Favorite Artist: Ed Sheeran

because she’s new and fresh,” Alger said.

After Brown graduates, she plans to get her master’s degree in education and get a job.

Brown is on the field hockey team at Endicott College and considers it her favorite hobby.

# PISA test, Boston Magazine report academic achievements

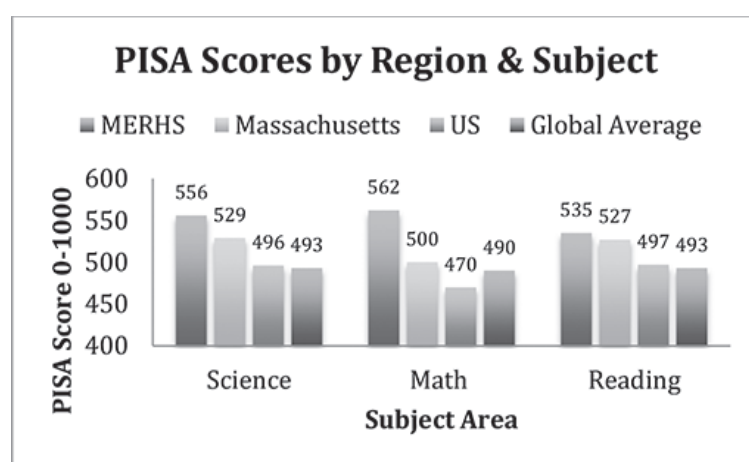
By Sirine Benali  
INDEPENDENT EDITOR

Results from the PISA test and the Boston Magazine school district ranking have both reported Manchester-Essex’s academic success.

The district ranked No. 9 of the Greater Boston area, according to Boston Magazine. For the PISA test, the school (if it were considered a country) ranked higher than any nation for the Science Literacy and Reading Literacy sections. On the Mathematics Literacy section, the school did better than all but 19 countries surveyed.

“[The rankings are] a byproduct of what we do... everybody is working towards their individual goal and in our pursuit in getting there... we’re able to achieve academic success,” Superintendent Pamela Beaudoin said.

The two reports released how Manchester-Essex compares to



ABIGAIL FITZGIBBON GRAPHIC

2015 PISA test score reports show a sample of MERHS seniors outperform other peers at state, national, and international levels.

other school systems at both the international and regional levels.

In 2015, the PISA (Programme for International Student Assessment) test was administered to 15-year-olds worldwide, according to OECD.org.

“[The test] was online... Every station had three pieces paper, a pencil already provided, and

a laptop... After the test, we all lined up and each got... community service hours and a certificate,” senior Annalia Laino said.

All students randomly selected for the test had to pass three sections—English, math, and science—senior Ellie Taraska said. After taking the three sections, some students were called

back in for a finance section.

“A lot of the questions were, for me at least, so easy and basic that I didn’t really feel challenged enough to keep my interest in taking the test,” Taraska said.

Different from other types of assessments, the PISA test “helps shape education, and the track and goals for education; it assesses a broad range of skills... It is definitely more of a thinking and processing assessment,” said Julie DeRoche, director of curriculum and technology.

Although the test was administered in 2015, the results were recently released. Beaudoin said

if the high school was considered as a separate country, the school ties Japan and China for

Mathematics and exceeds the average compared to all other countries for ELA (English Language Arts) and Science.

In addition to the high ranking of the school regarding the PISA test, the district placed top ten of the ranked school districts in Greater Boston. This ranking assesses and compares schools based MCAS scores, AP test scores, and other academic aspects, Beaudoin said.

“I think that information from the ranking is a result of the hard work that the kids and faculty do in this building every day,” Principal Patricia Puglisi said.

**‘Everybody is working towards their individual goal and in our pursuit in getting there... we’re able to achieve academic success.’**

-PAMELA BEAUDOIN

# New rules introduced this year to make U block efficient

By Julia Kaper  
INDEPENDENT STAFF

In response to concerns about U block that were raised last year, the administration has added new rules to make U block more efficient for everyone.

The first rule is that freshmen are not allowed to leave their U block for the first few weeks. The second is that everyone has to be present in their U block for the first five minutes to check in with the teacher.

These rules make U block more structured, as opposed to last year where the teachers were still figuring things out, junior Maggie Taraska said.

Because the system was new last year, it was chaotic, sophomore Anthony Curcuru said. He also said the sophomores are probably the reason for the stricter policies toward freshmen. "As freshmen, I think we went a little wild," he said.

She said even though teachers are in favor of these changes, some students are opposed to the

added amount of regulations.

"I think that [rule] makes things difficult. You can't do as much collaboration," Taraska said, regarding the new rule

toward the freshmen. She said if they wanted to work on an assignment with a student in another U block, they would not be able to, and this inhibits the amount of collaboration freshmen can do.

Curcuru, on the other hand, is in favor of stricter rules towards younger students. "I think the rule is good because maybe it will force [freshmen] to actually do work and pick up good habits," he said.

Brown said these changes were pushed to make U block more productive for the kids.

"Especially with the younger kids, these boundaries allow

them to figure out [their freedom] in a good way."

Brown also said last year some teachers had some trouble keeping track of students who were supposed to be in their U block. She said teachers like the required five-minute check-in because it allows them to

take attendance and know where students are going.

Taraska said she also is opposed to the second rule because even though students are only required to stay in their classrooms

**The first rule is that freshmen are not allowed to leave their U block for the first few weeks. The second is that everyone has to be present in their U block for the first five minutes to check in with the teacher.**



JULIA KAPER PHOTO

**Sophomores Lelia Heath and Cagney Pallazola work to complete their homework in Tamera Burns's U block.**

for the first five minutes, those five minutes make a big difference in how productive students can be.

Curcuru said he understands the changes because the teachers are responsible for knowing where everyone is.

# Growing Gay Straight Alliance aims to bond, plan trips this year

By Austin Paré  
INDEPENDENT EDITOR

Students in Gay Straight Alliance are expanding the knowledge about the LGBTQ community in the school.

Last year, GSA was a small group of students to go to when any student needed a place to talk, according to math teacher and adviser Kara Brown.

"Right now [GSA has] around 30 members, and we keep growing. We have a much larger group compared to last year, and we are trying to go out into the world to do more things outside of school," Brown said.

Chemistry teacher and co-adviser Josh Wladkowski said the group has a lot more organization than last year.

"I think that we will accomplish a lot this year because a few students have really stepped up to the plate and have taken a leadership role in the group," he



AUSTIN PARE PHOTO

**Gay Straight Alliance members, seniors Robert Parker, Nina Prince, Nell McKeon, and junior Maggie Taraska, are among the 30 members participating in the group this year.**

said.

Senior Nina Prince, who is the president of GSA, said one of the group's goals this year is

to add more to the bulletin board outside of the learning commons.

"We want to put things on the

board like examples of people who are heavily involved in LG-BTQ things like Frank Ocean and Queen. We want people who are afraid to come out or who are afraid to join the group to get involved in other ways," she said.

Prince said GSA is already planning field trips.

"We have already planned a field trip to talk about LGBTQ with a group in Salem, and we plan on doing a lot of group bonding activities like going to the movies," she said.

Brown said the group has been preparing for Ally Week

and domestic violence awareness month, which takes place in October.

**'I think that we will accomplish a lot this year because a few students have really stepped up to the plate and have taken a leadership role in the group.'**

-JOSH WLADKOWSKI

"Ally Week is a week where we seek any person who would like to support the LGBTQ community. We have been talking to [Principal Patricia] Puglisi and [Guidance Counselor Holly] Brabson about what we can do for these

two major events," Brown said.

Senior Robert Parker, a member of GSA since last year, said the group is great to be a part of.

"Every week when we meet we try to have as much fun as possible. We are always laughing, but we are serious when we need to be," Parker said.

## CONTINUATIONS

### PUGLISI GOALS

CONTINUED FROM PAGE 1

to the kind of community we want to have," she said. The facilitators at the institute emphasized coping skills that allow students to manage their stress preemptively, DuBois said.

"We continue to have those high expectations, but if we give kids those coping skills, we'll be able to maintain those high expectations while still getting good results," she said.

The school will also prepare for the 2020 accreditation process through the New England Association of Schools and Colleges (NEASC) with a new focus on growth and self-reflection, Puglisi said.

Unlike previous years when the accreditation process focused on data and instruction, NEASC's new process will focus on sup-

porting students and how the school improves itself, she said.

Puglisi selected the existing School Council to act as the Self-Reflection Committee through the NEASC process as since it is made of different members of the school community. The committee will oversee the self-reflection process, Puglisi said.

Puglisi hopes the new focus on reflection and school improvement will better support students academically and personally.

History teacher Jennifer Coleman, who attended the NEASC training with Puglisi, agreed the new process would allow administrators to tailor the accreditation process to the school's needs.

"It's reflecting on what we're doing as a school, identifying what areas we'd like to improve on, and then working to improve that," she said.

In addition to the focus on emo-

tional/social health and the accreditation process, Puglisi will continue her goals of reforming the curriculum to be more skills-based, incorporating new science and technology pathways for computer science and robotics, and encouraging the "bring your own device" initiative, she said.

"[This year's goals] show that the student is at the center of everything we do, that we're worried about students' social/emotional health, and that we want to provide opportunities that expand student learning," she said.

### LEARNING COMMONS

CONTINUED FROM PAGE 1

The library is now segmented to separate middle and high school. "The middle school class doesn't [have class] in there, [but] they have some groups that meet during their ME time [so] we kind of segmented the library. Our thought was that the

front area when you first come in [are] the books that are more appropriate for middle school," said library aide Phyllis Musco.

Some of the other changes included removing books and computers and reorganizing the remaining books, which include chapter books for middle school and reference books about different geographical areas. Vollink said they are reorganizing the books to correspond with teachers' units. So far, the changes have not been an issue, Vollink said.

"We have seven desktops in here, [and] we haven't had a backup...Students can print from their devices, [and] they can print from guidance," she said.

Senior Mason Camille said he hasn't had issues with the space.

"It seems like it's working. No one ever used the books, so getting rid of them made more space, and there's a lot more

comfy chairs. I haven't had problems with printing," he said.

Students now sign in to the learning commons. For students in first U block, they have to sign in ahead of time to keep the space under control, since middle school also has ME block during that time, Musco said.

"They have to sign in...We're trying to get them focused on why they're in here," she said.

However, the sign-in has created a couple issues for students, senior Kayley Wright said.

"First I sign into [the library] then I go to my power block and sign in, but sometimes it's still full," she said.

Despite figuring out these changes, Vollink said she hopes the space will also be used by teachers to teach classes in varied ways.

"We want to make it so teachers can bring their classes down and just change it up," she said.

# STAFF EDITORIAL

## Water fountain fixed after Independent article

Students and staff were happy to return to school and discover that the second floor water fountain was no longer running tepid water. Responding to an article in The Independent, the maintenance department troubleshooted the problem and fixed it this summer, proving that journalism can initiate change.

English teacher Daniel Koughan first suggested that the newspaper staff write an article about the temperature of the fountain.

Students often complained of having to run to the third floor for cold water.

The water fountain issue was eventually addressed by Avery Shaw in the “Tell Us Why?” feature piece in the April 2017 issue of the paper.

The maintenance department quickly responded to The Independent article by searching for the cause of the problem.



HOLLY FOSSA PHOTO  
Senior Emery Coggeshall fills up her water bottle with cold water from the newly repaired water fountain on the second floor.

Maintenance technician Steve Hunt said the department was unable to find the problem at first, but he eventually discovered an issue with the electrical connection to the condenser and fixed it this summer.

“The condenser that cools the water as it goes through the pipe stopped working. We repaired the condenser, and now it works,” Hunt said.

The repair involved removing multiple ceiling panels in rooms on the second floor and then following the electrical connection from room to room, Hunt said.

Shaw, now a freshman at the University of Vermont, was excited to hear that the fountain had been fixed.

“It made my day. I felt very proud that The Independent accomplished this change. It was

something all of the students noticed, and I’m happy that it was addressed,” she said.

Independent editor Austin

Paré said she is proud of the impact the newspaper has had.

“Actually seeing a change [due to our articles] is a huge accomplishment for journalism,” she said.

The responsiveness of the maintenance staff shows their attentiveness to the needs of students, which demonstrates our close-knit school environment. The fact that the problem was fixed also proves the power of the press, even within a small community.

**‘Actually seeing a change is a huge accomplishment for journalism.’**

-AUSTIN PARÉ

## Global businesses should be allowed to grow, increase influence

By Juliette Kelley  
INDEPENDENT EDITOR

Although many people believe the growing power of businesses such as Apple, Google, and Tesla will negatively affect countries’ individual economies, the dominance of these companies increases innovation and prepares the world for the future.

Globalization, which is the growth of a unified global market, will be made much more efficient by the increased prominence of these big businesses in the global market, leading to a more stable and efficient global economy.

“The good side of globalization is all about the efficiencies and opportunities open markets create. Business can communicate efficiently...and manage better their...distribution network,” Panos Mourdoukoutas writes in a Forbes article.

Despite the major benefits of globalization, some people want to limit the power of global companies because they are worried about personal security and the overuse of technology. However, technology is needed to

foster a modern future and cater to peoples’ needs.

“The massive breadth of Google services allows it to collect information on just about every human activity you can think of...It can then use the data to build simulations that

help it determine how consumers are likely to act in the future, which allows Google to create better and better products,” Greg Satell from Forbes writes.

Additionally, global companies can help standardize other sectors of life to make them more efficient. Google is increasingly common in schools, whether through usage of Google Classroom, Google Docs, or Gmail.

“[By establishing itself in schools], Google is helping to further drive a philosophical change in public education — prioritizing training children in skills like teamwork and problem solving,” writes Natasha Singer

in the New York Times.

Other companies have been working to make energy more efficient. Tesla, for example, has a battery that can be solar powered and used to bring electricity to homes. The power of global companies means they

can make change in the world, including bringing things like efficient electricity and wifi to all countries.

Finally, companies like Apple have revolutionized technology and will continue to do so as long as they can grow.

“Apple is truly innovative... [They] set the rhythm of the industry with its yearly launches,” writes Susan Adams on the Forbes website.

In order to promote innovation and move into the future, big companies should be allowed to expand into global markets and continue to explore possibilities of new inventions.

**Globalization... will be made much more efficient by the increased prominence of these big businesses.**

Google

amazon



TESLA

WIKIPEDIA PHOTOS

These industries will continue to revolutionize today’s technology.

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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.

## BOYS' SOCCER

**Coach:** Robert Bilbury

**Captains:** Seniors James Riordan, Cole Hay, Christian Hadeagh and Ames Sheriff

**Record last year:** 17-2-3

**Record this year:** 10-3-0

**Rival:** Hamilton-Wenham

**Goals:** To achieve individual improvement, grow as a team, win the CAL again and make a deep run in the state tournament

**Impact players:** Captains and juniors Atticus Takayesu and Ben Lantz

**Coach's quote:** "The entire team is phenomenal and has stepped up to the plate since we graduated a solid core of seniors last year. My huge goal every season is to have the boys' play together and have that level of play increase every practice and game. We want to find ways to get better and better so we can crush teams."

**Captain's quotes:** "Our coaching is definitely a strength this year. We are strong in offense and defense depending on where people are playing, and we have a strong bench, so we have a lot of great players to come in and play if we need them." - James Riordan



Ames Sheriff



Cole Hay

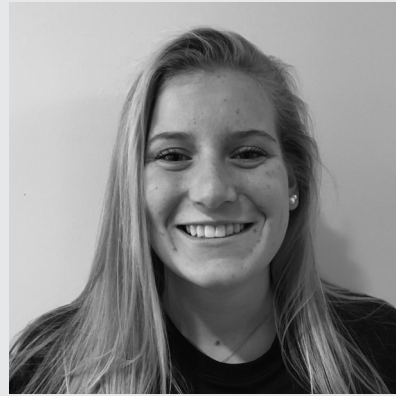


James Riordan



Christian Hadeagh

## GIRLS' SOCCER



Maggy Delisio



Hadleigh Richard



Summer Burroughs



Jade Cromwell

**Coaches:** Luke Cosgrove

**Captains:** Seniors Hadleigh Richard, Maggy Delisio, Summer Burroughs, and junior Jade Cromwell

**Record last year:** 6-9-2

**Record this year:** 7-3-4

**Rivals:** Rockport, Amesbury, Hamilton-Wenham

**Goals:** To have their own banner in the gym, to be league champions, and to go far in the playoffs

**Impact players:** Captains

**Coach's quote:** "They've been doing really well so far, and one of the parents said this is the longest unbeaten streak the girls' soccer program has had in history."

**Captains' quote:** "I think team morale and the whole feeling we all have together as a team is a lot more different than from last year, and I think everybody is on the same page about wanting to succeed this year which is really helping our record." - Maggy Delisio  
 "Luke has been a very understanding coach, and this year he has put in a lot of effort getting to know us." - Summer Burroughs

## FOOTBALL

**Coach:** Jeff Hutton

**Captains:** Seniors Andrew Hantzopoulos, Robbie Sarmanian, Jackson Rice, and Rockport senior Charlie MacDowell

**Record last year:** 5-6

**Record this year:** 2-4-0

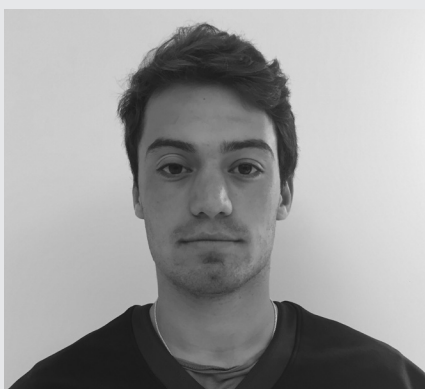
**Rivals:** Georgetown, Hamilton-Wenham and Ipswich

**Goals:** To have a winning record, make the playoffs, and win the Thanksgiving game

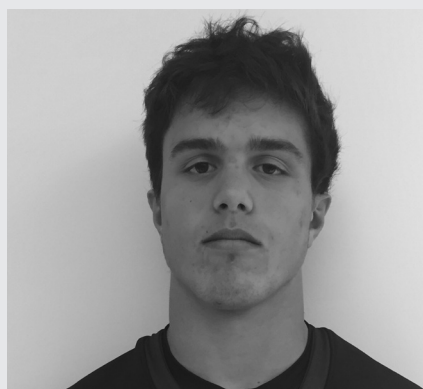
**Impact players:** Captains, senior Lake Fleming, and junior Jake Athanas

**Coach's quote:** "Right now we are 2-2. We started off the season with a big win on the road, and then lost to Nantucket, won against Essex Tech for the first home game, and then we lost at Ipswich. I think we have a lot of room for improvement, but we have gotten a lot of good play out of our senior captains who mostly have started for three years now,"

**Captain's quote:** "This team has a ton of potential, but it is going to be hard to make the playoffs since the rest of our schedule is against higher division teams. If we can pull out a win and make the playoffs, we will go on a deep playoff run." - Jackson Rice



Jackson Rice



Robbie Sarmanian



Charlie MacDowell



Andrew Hantzopoulos

## FIELD HOCKEY

**Coach:** Kara Crovo

**Captains:** Seniors Samantha Booma and Chanel Bullock, and junior Christina Calandra

**Record last year:** 18-0-0

**Record this year:** 10-0-1

**Rivals:** Ipswich, Lynnfield, Newburyport, and Watertown

**Goals:** To be undefeated again, win the league, and play Watertown in the state tournament

**Impact players:** Captains and juniors Annika Dahlin and Natalie Koopman

**Coach's quote:** "It was a hard adjustment at first, losing so many people, but the captains have done a nice job of bringing people together. We have a young crew, so they've done a nice job...of living up to the expectation of the varsity level."

**Captain's quote:** "It was a lot of new people, so everyone was kind of nervous. The freshmen and the young kids who were new to varsity were pretty hesitant, but now it really feels like a team, and there are no grade barriers." - Samantha Booma



Samantha Booma



Chanel Bullock



Christina Calandra

## GOLF

**Coach:** Hollis French

**Captain:** Senior Mitch Paccone

**Record last year:** 3-10-0

**Record this year:** 5-7-0

**Rival:** Georgetown

**Goals:** Have fun, be good sportsmen, be competitive, and improve each day

**Impact players:** Captain and sophomores Ian Taliaferro and Clayton Booma

**Coach's quote:** "We've had a lot of fun— win or lose, the team's spirit has been great. It is a group that enjoys one another and has a lot of fun every afternoon playing golf."

**Captain's quote:** "I want to be as much of a role model to these kids and show them what is expected of them, which will help them in the future."



Mitch Paccone

## CROSS COUNTRY



Holly Fossa



Nick Notte



Eve Feuerbach



Matt Carter

**Coaches:** Mark Dawson and Steve Whittey

**Captains:** Seniors Holly Fossa and Nick Notte, and juniors Eve Feuerbach and Matt Carter

**Boys' record last year:** 3-7

**Boys' record this year:** 3-5

**Girls' record last year:** 9-1

**Girls' record this year:** 7-1

**Rivals:** Hamilton-Wenham and Newburyport

**Goals:** Do well in the division meet, qualify for the all-state meet, and win Eastern Mass. Division VI

**Impact players:** Captains and freshmen Oli Turner and Will Kenney

**Coach's quote:** "The teams are thin...every runner really counts and keeping everybody healthy is important to do well." - Steve Whittey

**Captains' quotes:** "Our big goal is divisionals, which we have won the past four years, so we definitely want to keep that streak going." - Eve Feuerbach

"We're really trying to focus on the second half of the season...we aren't training as hard for meets now just so we can do better later on in the season." - Nick Notte

# Senior Nell McKeon serves on 'Expression of Form Panel' for art

## Students design their own wearable art for fashion show

By Holly Fossa  
INDEPENDENT EDITOR

Senior Nell McKeon served as one of five members of the 'Expression of Form' panel at the Cape Ann Museum on Sept. 7, a preamble to the Wearable Arts Show on Oct. 1.

McKeon said the panel held a discussion to talk about the influence of fashion today.

"We talked about different ways fashion influences us now and how art is an expression. We prepared people for the show, and talked about what Wearable Art means today," she said.

The panel consisted of four others who have experience in fashion and art: Jay Calderin, founder and executive director of Boston Fashion Week and Paula Bradstreet Richter, a member of the exhibition planning team at the Peabody Essex Museum.

Richard Crangle, a Wearable Art, Best of Show winner in 2015; and Jennifer Varekamp, a



HOLLY FOSSA PHOTO

Senior Nell McKeon was one of five panelists for the Wearable Arts show.

professor in the fashion department at Massachusetts College of Art and Design were also panelists.

"As a high school student I had a different experience than the others; I talked about how I am involved in art in the school and how it's important,"



COURTESY OF COURTNEY DOANE

Courtney Doane created her dress out of cellophane. Senior Madonna McGuire designed her dress with colored duct tape. Senior Madison Palmer also participated in the fashion show.

McKeon said.

McKeon said she was referred by her AP Studio Art Teacher, Tamera Burns, to participate as a member of the panel.

"Every time we give the students an opportunity to take what they've learned here and



COURTESY OF MADONNA MCGUIRE

go somewhere else and do it, as a teacher, it's the biggest gratification to me," Burns said.

Burns said McKeon chose to create her own dress out of popcorn the previous year, when assigned a three dimensional assignment of choice.

Four students from Manches-

ter Essex High School competed in the show on Oct. 1 to win an award for Wearable Art, McKeon said.

The students had been working on their pieces since last May.

Seniors Nell McKeon, Courtney Doane, Madison Palmer and Madonna McGuire participated in the show.

"[Wearable Arts] is really exciting for our school, and we have gotten a lot of attention from it. It's been highly promoted, and it makes our school stand out; it shows that we are innovative," Burns said.

Doane said the show was a great experience. "I really enjoyed meeting all of the other artists and seeing all of the hard work everyone put into [their pieces]," she said.

McKeon agreed the show was a valuable experience.

"It was an honor for me and the other students to be participating in such a memorable and professional event," she said.

# '4:44' provides fascinating window into JAY-Z's personal life, societal views

By James Riordan  
INDEPENDENT EDITOR

During a summer filled with highly anticipated new music, one of the most impressive works came from world-renowned rapper JAY-Z, who released his 13th studio album simply titled "4:44" on June 30.

The promotion and advertising was a point of interest, as the partnership of Tidal and Sprint put up cryptic golden posters sporting only the title in New York City, Los Angeles, and Miami. This mysterious approach served to heighten the excitement of fans and critics alike.

As his first solo project since the disappointing "Magna Carta Holy Grail" in 2013, the hip-hop community was eager to see whether he would bring back his classic catchy samples and contagious verses from the early 2000s.

Initially, the 10-track collection was only available on Tidal, but the deluxe version became



WIKIPEDIA

JAY-Z's versatile album "4:44" was released in the summer. This album contains his most impressive work that surprised his fans.

available on most music services with an additional three tracks on July 7.

All 13 songs are certainly rap at heart, but characteristically of

JAY-Z, they draw a strong influence from genres such as funk, soul, and reggae. Almost every one includes a sample of some sort, whether it is borrowed from

Stevie Wonder or The Notorious B.I.G.

Lyrically, the album is a versatile masterpiece, as it both shines light on his personal life and makes apt social commentary.

"Kill Jay Z," "Smile," and the title track deal with his past ego and complex relationship with fellow rapper Kanye West, his mother coming out as a lesbian, and an apology dedicated to his wife, Beyoncé, respectively.

Addressing his mother's sexuality in "Smile," he says, "Society shame and the pain was too much to take. Cried tears of joy when you fell in love. Don't matter to me if it's a him or her. I just wanna see you smile through all the hate."

"The Story of O.J." and "Family Feud," on the other hand, express JAY-Z's views on being an African-American in this country and today's tense racial climate.

Along with the powerful lyrics, the music itself is some of his best individual work in the past decade. Songs such as "Legacy"

are reminiscent of tracks on his more successful earlier albums, while he mixes in "Caught Their Eyes" and others as modern and unique tracks.

Not surprisingly, the outstanding combination of inspiring lyrics, creative samples, and polished production landed "4:44" at the top of the US Billboard 200. By most standards, it lived up to the lofty expectations.

# 'Dear White People,' a Netflix-original not defined by genre; a great drama, comedy

By Sophie Larson  
INDEPENDENT STAFF

"Dear White People," a Netflix-original series based on the well regarded film of the same name, is as blunt and unapologetic as the name implies.

The show follows a handful of African American students (played by Logan Browning, Marque Richardson, Antoinette Robertson, John Patrick Amedori, DeRon Horton, and Brandon Bell) at the fictional Ivy League school, Winchester University.

The story is told in a rotating style, each episode showcasing a different character and perspective.

The characters the show chooses to highlight are connected by one particularly vocal African American student

named Samantha White (Logan Browning), the host of a radio

show entitled "Dear White People."

The show "Dear White People" delivers all the drama and insight a story about racial prejudice in America should have.

But the expected hard-hitting tale about race is complemented, to the viewers pleasant surprise, with all the makings of a great comedy, refreshingly with white people at the receiving end of most of the humor.

This unusual concoction of humor and controversial themes creates a show that has the ability

to make the viewer laugh and cry in the course of one episode.

"Dear White People" emotionally attaches the viewer to a character by putting him or her in awkward situations, showcasing their flaws, their skills, and their quirks, and making

it important which romantic interest he or she will end up with.

Then the show has that same character staring down the barrel of a gun, life in the hands of one prejudiced campus police officer.

The way in which each character reacts to the problems of life on campus makes the characters seem all the more realistic and alive as well.

For example, Samantha White

Each episode showcases a different character with a different perspective.



BAGOGAMES.COM

The show "Dear White People" delivers a message all the drama and insight a story about racial prejudice in America should have.

thinks it's best to fight-the-power, to take on the issues without fear or reservation.

The character of Coco Conners (Antoinette Robertson), however, prefers to adapt rather than engage in conflict.

What is brilliant about the way both of these characters with different views are written is that neither is painted to seem completely wrong or completely right, making them seem all the more real.