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MANCHESTER-ESSEX REGIONAL HIGH SCHOOL

April 9, 2012

Seniors receive college admission decisions

Class of 2012 accepted to many colleges despite high competition

By **Melissa Moore**
INDEPENDENT EDITOR

Seniors, having been admitted to a variety of colleges, had a “very good year” for college acceptances, guidance counselor Sharon Maguire said.

“I’m so thrilled with you all,” she said. “The best part [of hearing about acceptances] is seeing you rewarded for your hard work.”

According to senior Sam White, the high number of applicants caused the perception that people have done worse.

“In reality, people have done as well as can be expected,” he said.

Senior Peter Goulakos agreed that the seniors have received many acceptances.

“I think everyone at least has one school they feel they could go to,” he said.

After applying to 10 schools, Goulakos was accepted to Rensselaer Polytechnic Institute, Rochester Institute of Technology,

Tufts University, University of Massachusetts at Amherst, and Boston University.

According to him, he is most proud of being accepted to Tufts.

“I felt awesome and thankful when I got the acceptance,” he said. “I didn’t think it would happen.”

Goulakos plans to attend Boston University or Tufts. The other schools he was accepted to are in an “engineering bubble,” whereas he would receive more diverse education at Boston University or Tufts.

“I don’t want to get too specialized too soon,” he said.

White, also having applied to 10 schools, was accepted to Oberlin College, Bard College, University of Vermont, University of Connecticut, and Skidmore College. He was waitlisted at Tufts University and the Conservatory of Music at Oberlin College.

Upon receiving the letter from Bard, White’s first reaction was “I’m going to college!”

When White saw the envelope from
COLLEGE, PAGE 3



MELISSA MOORE PHOTO

Senior Peter Goulakos designs his star for being accepted to Tufts University, one of the five schools to which he was admitted. According to guidance counselor Sharon Maguire, the senior class had a “very good year” for college acceptances.



MAYA SHNIDER PHOTO

History teacher Jen Coleman returns homework to her sophomore class. Beginning in the fourth quarter, freshmen and sophomores who do not do their homework will be given an office detention and do the homework due that day. Teachers hope that by getting office detentions, underclassmen will learn the importance of doing homework. Many students are “upset” about the new homework policy.

New homework policy affects freshmen, sophomores

By **Maya Shnider**
INDEPENDENT STAFF

Freshmen and sophomores will be forced to accept the new homework policy beginning on April 9. According to Principal James Lee, the policy states: If a freshman or sophomore does not do his or her homework and have it during class he or she will be assigned an office detention and must to the homework for that day.

The final decision to institute this policy came out of a meeting Lee had with the high school de-

partment heads; however, according to Lee, the faculty has discussed the idea for about two years.

“The decision came out of discussions about grading among faculty and how much of a concern it is,” math department head Dan Lundergan said. According to him, the school wants to make sure students know that the school believes homework is

important and at the same time wants to emphasize the impact homework has on overall grades.

“The school has expectations of students, and we want to ensure that students don’t opt out of doing their homework,” social studies department head Daniel Jewett said.

The school believes that doing
HOMEWORK, PAGE 3

‘We are attempting to teach a basic work ethic and academic skills.’
-DANIEL JEWETT

Students anticipate prom at Cruiseport

By **Sofia del Valle**
INDEPENDENT STAFF

Prom is the most anticipated dance of the year. The task of finding dresses and dates is beginning, and with just a month left until prom, many are waiting for the day to arrive.

This year, Manchester-Essex Regional High School’s prom will take place Friday, May 5, from 7-10 p.m. at the waterfront Cruiseport in Gloucester. Tickets cost \$50 per person.

According to English teacher and senior class adviser Elizabeth Edgerton, the cost of tickets pays for dinner. The venue and DJ are already covered by senior funds, and the junior class paid for buses.

In the upcoming weeks, girls attending the prom join an annual group on Facebook to post a picture of their prom dresses and avoid any repeating outfits. Every year dress-drama is reported, but according to senior Katerina



COURTESY TAYLOR COONS

Senior Trippe Rhineman asked senior Taylor Coons to prom by delivering an Easter basket to her door. Prom is at the Cruiseport in Gloucester.

Eichenberger, a member of the prom committee, the system is
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ARTS

Students win national recognition on artwork
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BRIEFS

Artist educates students on dangers of plastic on environment

Karen Ristuben presented to the high school on April 3 about plastics and its effects on the environment.

Ristuben hails from Gloucester and is an artist and an environmentalist.

The presentation had a viewpoint from the year 2044 and looked back at what society did in 2011. Ristuben talked about how plastic is taking over the ocean and thus is causing more animals to die.

In her presentation, Ristuben talked about the public policy of plastic and gave students a wider knowledge about the problems with the environment. She discussed that a majority of plastic is located in the ocean.

Ristuben left the students with a message that people need to try to help the environment or else they will face the consequences of a polluted country in the future.

“What’s important is a real awareness of environmental chemicals, environmental toxins that we encounter every day,” Ristuben said. “Don’t take it for granted. Definitely do everything to be a responsible consumer.”

Course changes offer new options for students

Changes in course options will take place next year with additions and deletions from the course handbook.

According to Principal James Lee, the school will not be offering creative writing or drama next year, as there is a need for staff to teach core classes.

According to Lee and art teacher Marion Powers, teaching the new eighth-graders Art Foundations frees up time later in high school for them to pursue other classes. By not having to teach Art Foundations, Powers has also created a new mixed media class and a multicultural art course she hopes will be popular.

Another new course being offered next year is Advanced Physical Education – Fitness for Life. The course is going to be taught by physical education teacher Janda Ricci-Munn, who hopes to capitalize on students’ interest in sports and help them realize how important science is in understanding the human body while exercising.

Students, faculty give blood to save lives

52 volunteers register to donate in third annual drive, 39 pints collected

By Marian Siljeholm
INDEPENDENT EDITOR

Each year, the blood drive allows students and faculty the opportunity to individually save three lives by donating one pint of blood.

This year, 39 pints of blood were collected. Fifty two volunteers registered to donate; however, 12 had to be turned away due to a lack of proper identification, a deficiency in the height versus weight requirement, low blood-iron level requirements, or their having travelled to certain other countries in the past year.

Despite such setbacks, “It was great to see how many students were interested and enthusiastic about giving blood, even if not all of them were able to because of technicalities,” said senior volunteer and three-time blood donor Madeline McNamee.

Faculty member and Student Council adviser Sarah Deluca has been organizing the drive since it began three years ago. Deluca do-

minated blood for the first time in high school and several times since, especially after her sister became quite ill.

As well as for the purpose of saving lives, Deluca sees the drive as a great chance to expose students to important community service opportunities that do not involve fundraising or monetary donations.

Despite difficulty finding a time when students could donate without interfering with sports or other major events, overall Deluca said the drive ran smoothly, with the minor issue of too few Red Cross staff to administer to the donors.

Senior donor Taylor Coons was especially determined to help, yet nervous because of having fainted the previous year. “I’m not going to die if I give one pint of blood, but my actions have the potential to save three lives. That is what made me decide to donate,” Coons said.

Senior Leanne Ciccone also donated with the greater good of saving lives in mind. “I donated last year and felt really good



MARIAN SILJEHOLM PHOTO

Senior Tucker Oppenheim prepares to donate one pint of blood.

knowing that my actions could have helped save lives; that was really what made me decide to donate this year. That of course and the free apple juice,” Ciccone said. Looking to next year, Deluca

hopes the number of students willing to donate will continue to increase as it did this year. It’s such an important part of the medical miracles that happen every day,” Deluca said.

Debate classes participate in first March Madness tournament

By Caroline Wood
INDEPENDENT EDITOR

During the month of March, the debate classes took part in a March Madness Tournament as a new way for the students to practice debating the month’s topic of whether or not the United States should suspend all aid to Pakistan.

“It was Mrs. Tran’s idea to do some type of tournament with the students as a fun and different way to practice the March topic,” history and public forum debate teacher Jennifer Coleman said.

The tournament was a public forum debate activity, which calls for students to work with a partner, Coleman said.

“Typically the students have the same partner through the whole year to go to tournaments, but for March Madness, since it was mad, they had to pick a different partner.”

The tournament took about six class periods, two for preliminary debating and four for the



CAROLINE WOOD PHOTO

Senior Nabila Mahmud and freshman Hannah Riordan debate against senior Matt Corwin and freshman Parker Malarkey in the first ever March Madness public forum debate tournament.

elimination round, according to Coleman. The debaters competed in two preliminary rounds, and then the teams were ranked one through 16.

After the preliminary round, the teams debated in single elimination rounds. “We started with the Sweet Sixteen and worked our way down to the Elite Eight, the Final Four, and we had our final round on April 2,” she said.

All four of the debate classes meet during A block, so they all took part in the tournament, according to Coleman.

“There are two public forum classes, which were the ones doing the actual debating, one Lincoln Douglas class and one Congress class,” she said. “We brought all the classes together and used the Lincoln Douglas and the Congress students to be our judges for the two preliminary rounds and the first elimination round.”

Senior Allie Freed was a judge from the Lincoln Douglas class.

“I think this tournament was a nice way to match up novice debaters with experienced debaters

in a way so that both debaters can hone their respective skills,” Freed said.

Sophomore Quinn Andersen thought the tournament was “fun and a good way to help kids get out of their comfort zones.”

Coleman thought the process went well and hopes to have another March Madness Tournament next year.

“It shows all the teachers working together, it shows all the students working together, and I think it really shows the unity of the team,” she said.

Seniors prepare for SCORE internships, research papers

By Ellen Burgess
INDEPENDENT EDITOR

As the fourth quarter quickly approaches, seniors are preparing to end their regular classes and embark on SCORE projects.

For many students, SCORE involves finishing classes, and rather than attending school for the day, they partake in an internship that most often involves a possible future major in their college career.

Unlike previous years, SCORE

is now mandatory and is not just about the internship. Seniors must answer a research question and use their internships as a source to create a 10-20 page paper, according to SCORE supervisor Dan Jewett.

Senior Jelisa O’Hara is working at Orthopedics Plus and Spectrum Fitness and Training clinic in Beverly to learn more about physical therapy.

“I want to major in physical therapy in college, so I’m really excited that I get the opportunity to learn more about it before I go into the field,” O’Hara said.

In some cases, SCORE projects do not necessarily reflect a college major but simply a specific interest a student has, according to Jewett.

Senior Anny Carr is helping to create performance pieces for Mariana’s Dance Company in Ipswich.

“Basically I’m helping put together the recital and create pieces for the kids to perform. I don’t really know what I want to do in college yet, so I figured I’d do something I enjoy,” Carr said.

For seniors who take AP classes, the amount of hours per

week they are required to spend on SCORE is reduced because the students have to continue to attend the class, Jewett said.

AP student Savannah Repucci is working with high school band director, Joe Sokol, to create pieces of music and learn more about music education.

“I have to be at the school for the majority of the day, so I’m really lucky I could find away to incorporate what I want to major in with my project,” Repucci said. Students will participate in their SCORE projects April 9-May 18 and present them May 21-25.

Bins replace Lucidomatic, reduce cross contamination

New lunch disposal system increases useable compost, decreases school fees

By Sofia del Valle
INDEPENDENT STAFF

Due to multiple problems with the Lucidomatic compost sorting-system in the cafeteria, the stand was replaced by a series of bins.

Many students have expressed disapproval with the new setup.

"I don't see what was wrong with the [Lucidomatic]," sophomore Rachael Gallagher said.

According to Green Team director Eric Magers various complications associated with the Lucidomatic caused the Green Team to adjust the arrangement of the lunch disposal.

"The Lucidomatic wasn't working because people weren't using it effectively, and there were many problems with cross contamination," Magers said.

According to Jackie Rose, a junior and member of the Green Team, signs above the individual bins that display where each material should go simplify the disposal process.

According to Magers, half of the waste the school produces



SOFIA DEL VALLE PHOTO

The new lunch system consists of a series of bins, each designated for different materials including compost, recyclables, and trash. The new system reduces the school's cost of waste per student.

comes from the cafeteria. It costs tens of thousands of dollars to throw out trash, as opposed to disposing compost and recycled goods, which have a more reasonable price.

He said that all trash district-wide is incinerated, which is destructive to the atmosphere. Separating food and paper from plastic and foil products prevents this, but even the slightest mis-

placement of materials causes cross contamination, and this leaves no choice but for the trash to be burned.

Some high school students are especially frustrated by the loca-

tion of the bins, which were moved from the high school end of the cafeteria.

"It's annoying for high-schoolers to have to throw out their lunch in the middle-school side of the cafeteria," sophomore Lila Hughes said.

According to Rose, at this point, there can only be one setup.

"Green Team Scholars have been monitoring the bins each lunch, and only one arrangement can be supervised at once," Rose said.

According to Magers, the bins have also reduced school waste fees, and after their introduction, the amount of organized materials has increased. The open barrels allow students to see what has already been thrown out and therefore know where to put their own lunch waste.

"After implementing the new system, the cost of waste per student has dropped from \$16 to \$8 and could be cut even lower if everything was composted," Magers said.

According to Rose, people are already more careful about where they put their food and trash.

New Teacher: Webber temporarily covers Heil's math classes

By Emma Jakes
INDEPENDENT STAFF

New math teacher Peg Webber is currently filling in for the former math department chair Bob Heil, who has taken some time off. Heil took over Stephen Levinson's classes when he retired.

Webber began her teaching career in Delaware, moving to Texas before settling in Massachusetts.

She taught third grade math for three years but eventually received a job working with high school students, a position she felt more comfortable in, according to



Peg Webber

Webber.

She spent her time in Massachusetts at Ipswich High School where she taught math for 25 years. Beyond her classes, she also became involved in other

school-related organizations.

According to Webber, she was also the head of the math department and the math team coordinator. She coached different sports and founded the swim team.

After 25 years at Ipswich, she retired reluctantly, not wanting to

completely stop teaching; "I was just doing so much," Webber said.

Shortly after retiring, Webber

resumed teaching for a period of two semesters at Pingree as a substitute. When offered a place at

Manchester Essex, she happily accepted, she said.

Heil will be returning after five weeks, according to Webber. Until then, Webber is taking over his

classes, including three honors Algebra II classes and two honors Pre-Calculus classes.

Webber began her teaching career in Delaware, moving to Texas before settling in Massachusetts.

FAST FACTS

- Taught third grade math for three years
- Coached multiple sports teams at Ipswich High School
- Founded Ipswich swim team
- Has been teaching for over 25 years

CONTINUATIONS

COLLEGE

continued from page 1

Oberlin College, he was "very excited and almost in disbelief."

White plans to attend Oberlin College.

According to Maguire, all wait-listed students should contact the school with additional information that would improve admissions' view of them, let the school know if it is their first choice, and ask if they had any blatant weakness in their transcript.

For students denied admission, Maguire said not to worry.

"Three weeks into September, you will be so excited that you won't be able to imagine you could have wanted to be someplace else," she said.

Maguire wanted to remind students that college is "what you make it."

"[College] is only the first step in your path. If you follow your passions, you'll be a happy, productive person. [The guidance department] wishes you all the best.

We want all to be happy," she said.

PROM

effective.

"The group works well because it helps girls know which dresses have already been purchased. Girls should really only post their definite dress," Eichenberger said.

According to Eichenberger, in the past, there have been conflicts on the group page over dresses, but these issues get resolved.

Like previous dances the school has held this year, the "no grinding" rule will apply for prom as well.

"[It] may have a small effect on how many people go, but most people want to attend their high school prom, especially the seniors," Eichenberger said.

Edgerton and James Wallimann, history teacher and co-class adviser, both agreed with Eichenberger that people will attend prom despite the "no grinding" rule.

"It's a classier event, so I think that people will behave accord-

ingly," Edgerton said.

Following standard tradition, couple and group photos will be taken at Tuck's Point in Manchester before buses leave the high school at 6:15 p.m.

Sophomore Ella Rodier, is attending prom for the first time.

"I love that prom is set on the water this year. The scenery will look amazing, and I can't wait to dance," she said.

HOMEWORK

homework has a real impact on grades. "When kids get zeros, it impacts their knowledge and their grade. We want them prepared for their tests, and if they don't do their homework, they will somewhat be lacking in that sense," Lee said.

Controversy arises among students for many reasons. Many are upset that this policy is only for freshmen and sophomores; however, "In 9 and 10 grade, we are attempting to teach basic work ethic and academic skills whereas in 11 and 12 grade we are attempting to teach independence as students will be off to college,"



COURTESY PHOTO

The Independent staff won First Place in Excellence in Editorial Writing from the Suffolk University Greater Boston High School Newspaper Competition. Thirty-five schools participated.

Jewett said.

Other students claim that that this policy is unfair. "I do my homework every day, but there is always that one night where I just can't complete all it. I feel it isn't necessary to have an office detention for doing your homework every day when you have one bad night," freshman Emily Moore said.

Others think that it will have no effect on the situation whatsoever. "I don't feel that students need the

added stress or punishment in order to do their homework. The same people are still going to do their homework, and the same people won't," sophomore Michael Davis said.

Teachers hope that this policy will work and ultimately fix the homework grading problem. "I think the new policy will be effective, and I hope students become more aware of the inherent value of doing homework," English teacher Allison Lane said.

Health Matters



Breakfast wakes students up, provides energy

Research proves students should make breakfast a priority in the morning

By Anna Tyler
INDEPENDENT STAFF

Teenagers lead a very hectic life, and some find that breakfast just doesn't fit into it. Most students don't want to hear over and over again that breakfast is the most important meal of the day, but breakfast has too many benefits to be ignored.

The American Dietetic Association found that, "more than half of male teens and more than two-thirds of female teens do not eat breakfast on a regular basis."

Leaving the house without eating breakfast is the wrong attitude to have and way to start one's day because breakfast cannot only improve one's behavior and school performance but also help maintain a healthy weight, which is what many teenagers strive for.

Breakfast allows one to stay focused and, by eating the right foods, full till lunch, which makes sure embarrassing stomach noises are kept to a minimum.

Many teenagers long for ways to wake themselves up in the morning, especially those who don't prefer coffee. It turns out the body's best friend in the morning is protein because it gives the body consistent energy that won't make the body crash such as sugary break-



SEBASTIAN REED/FICKR.COM

Eating a healthy breakfast before leaving the house can provide the body with energy to start the day and to stay focused. A breakfast filled with protein, fiber, and fresh fruits will keep a student full until lunchtime, and help maintain a healthy weight.

fast foods do.

Protein has been found to reduce hunger later in the day and keep the body alert. Protein also helps muscle function and development.

The ideal amount of protein the average person should be consuming for breakfast is 30 grams. Ideas for a quick protein fix include foods like Greek yogurt, milk, eggs, peanut butter on pita bread, or even cottage cheese.

As for that single cup of coffee some teenagers call "breakfast," the caffeine amounts in the coffee can increase anxiety, and the "wake up kick" is only temporarily, so students will be crashing

even before lunch.

Fiber has also become a very important factor in jump-starting one's day and can be found in fruit, vegetables, and whole-wheat foods. Even in a rush, a fruit smoothie or jam and toast can actually be very beneficial foods to grab on the way out the door.

Everybody should be able to find time for breakfast, and it should be made a morning priority.

Even grabbing a granola bar, an instant smoothie, or peanut butter on a piece of toast can wake the body up and make sure the mind stays focused throughout much of the day.

Music, fundraising combine at A Cappella Night

By Carolyn Heslop
INDEPENDENT STAFF

Joining together to organize an A Cappella Night that will help to raise money for Senior Week and gain recognition for the SoundWaves, the senior class and high school a cappella group, the SoundWaves, have scheduled a concert for April 26, senior group member Katerina Eichenberger said.

According to SoundWaves director Donna O'Neill, there has been a SoundWaves concert the past two years. However, this is the first year that the group has decided to invite other schools to perform at and attend the concert, she said.

O'Neill said that the SoundWaves will be performing as the headline group of the night, but they will also be joined by other a cappella groups from Wellesley, Pingree, and Danvers.

"It will be a fun way to make our a cappella group more well-known among other towns and allow us to share our passion for music with others who are just as passionate," Eichenberger said.



COURTESY OF DONNA O'NEILL

Nine of the fifteen SoundWaves members are seniors, making the upcoming concert and fundraiser their last before graduating.

Senior class adviser James Wallimann added that there will be a bake sale during intermission that the senior class will run, with the hopes of gaining some extra money for Senior Week activities. The class wants to add a trip to an indoor laser tag/go kart center, and trip to Fire and Ice in Boston, he said.

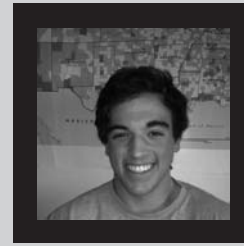
"I think that this is a great idea; the students are showing an immense amount of enthusiasm and commitment, and the class officers are displaying their responsibility in planning this event," O'Neill said.

Wallimann said that he and the senior class are really looking

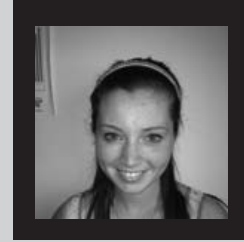
forward to this final fundraising event and hope that there will be another huge turnout this year.

In addition to benefitting the senior class, this concert will also serve as a way to recognize the SoundWaves a cappella group not only in town, but also in other local places, Eichenberger said.

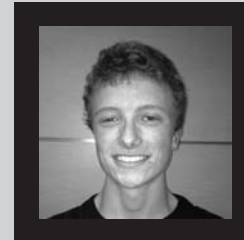
"Nine of the fifteen members of the SoundWaves are seniors, and over the years, they all have become a very close-knit group, creating a very special sound of their own," O'Neill said. "This concert is a very exciting way to celebrate the seniors last year in the SoundWaves."



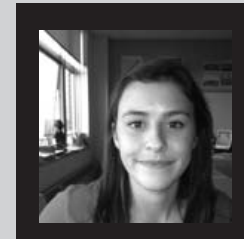
Senior
Andrew Randall:
A new knee



Senior
Brianna Malik:
Money for college



Junior
Patrick Hagar
Carrots



Junior
Madeline Bistrong:
A win for the lacrosse team

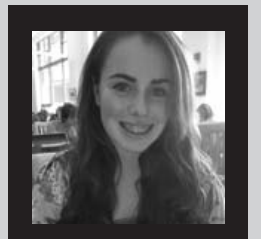
Student Speak

What do you want the Easter bunny to bring you?

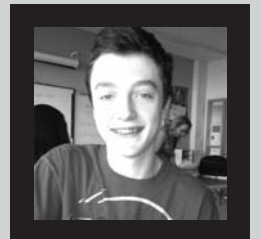
Sophomore
Zack Trembowicz:
Fried chicken and purple drink



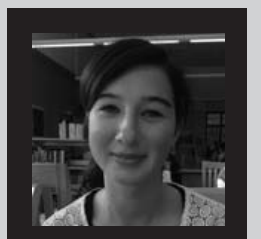
Sophomore
Anna Heffernan:
Yousef Erakat



Freshman
Parker Malarkey:
Chocolate



Freshman
Hannah Riordan:
Reese's peanut butter cups



By Isadora Decker-Lucke



New iPad utilizes advanced technologies

Improved camera, display enhance third-generation iPad

By Kendall McCormick
INDEPENDENT STAFF

Only a little more than a year after the introduction of Apple's second-generation iPad, the third generation was recently released March 16. Though similar looking on the outside, the new iPad possesses many innovative features and uses cutting-edge technologies.

At \$499, the iPad contains features such as the Retina Display, which includes four times more pixels than the second-generation, according to Apple. To the common viewer, this creates a life-like display uncommon for such a small screen.

Apple reveals that the iPad features "a 2048-by-1536 resolution, 44 percent greater color saturation, and an astounding 3.1 million pixels — in the same 9.7-inch space. That's four times the number of pixels in iPad 2 and a million more than an HDTV."

In order to create such a high-quality display, breakthrough technology was necessary. Thus, Apple created the A5X chip, which is capable of producing the pixels necessary to the display while maintaining the speed of previous generation iPads.



APPADEVICE.COM

iSight and a new camera enables users to tap to focus, utilize built-in face detection, and results in higher quality pictures. Retina Display enhances the overall display of the device's screen.

According to Apple, the iPad is still able to run on a 10-hour battery life.

The iPad essentially serves the same purpose of a laptop in a more convenient manner; however, the second-generation introduced an easily accessible camera as well. Now, the camera is back, but with improvements.

The Apple Website says, "The 5-megapixel iSight camera features a backside illumination sensor that captures great-looking pictures whether by sunlight or candlelight."

iSight additionally allows a tap to focus and provides a built-in

face detection.

The new camera allows you to take high-quality pictures and videos. An automatic video stabilization feature prevents shaky recording.

Additionally, the iPad is compatible through a large variety of networks. Internet access is present almost anywhere. The new device supports cellular networks, resulting in a faster and more enjoyable Internet experience.

The iPad contains more than 200,000 apps to choose from and takes many older features to a new level.

Library orders new E-Books thanks to Rotary grant

By Caroline Wood
INDEPENDENT EDITOR

After receiving \$2,700 grant from the Rotary Club, the library plans to update the 2005 World Peace and Understanding Library Project with new technology, such as E-Books.

"Back in the old building, the Rotary Club gave us money and bought books, and had the shelving [located in the printer room] made especially for us," library teacher Sue Krause said.

According to her, the shelf was part of the World Peace and Understanding Project and contains books with topics in areas such as bullying, peace, social tolerance, and conflict resolution.

"In the fall, Debbie Marcus from the Rotary contacted me and said she wanted to add to the collection of books on that shelf," Krause said. "I suggested that instead of ordering more books, to order E-Books, and she thought it was a great idea."

A few weeks ago, Krause received news that the Rotary grant application to provide

funds to update the project had been accepted, and the library received \$2,700 worth of E-Books, she said.

"The grant proposal includes that Rotarians have to be involved somehow," according to Krause. "So there are plans for creating an E-Book club for middle and high school students, promoting outside reading, discussion, and mentoring."

Krause will order the E-Books and educate students about availability of these online resources.

"There are two ways students can access these E-Books," she said. "From home computers, students can go to the high school website, go into the library website and find Follett Shelf."

According to Krause, student can log in using the username and password, both are "hornets," to view the library's collection of E-Books.

"So far we have 89 E-Books," she said. "We will be adding 146 more because of the Rotary."

Most of the E-Books are up-to-date fiction stories that kids want to read, such as "The Hunger Games" and "The Help," as well as books that are part of the curriculum, such as "The

Scarlet Letter" and "Moby Dick," according to Krause.

"We also have books that contribute to the topic are of social tolerance and bullying, such as "Handling Peer Pressure" and "Living with Peer pressure and Bullying," she said.

Senior Savannah Repucci said the online access from home gives students better opportunities for outside reading and schoolwork.

"The fact that we can access books for school online on our home computers will make our lives easier," Repucci said. "As for outside reading, if there is a book I want to read, but my local library does not have it or the price at a bookstore is too expensive, these E-Books will allow me to read them at my own pace and in my own home."

Senior Max Gove agrees the "opportunities for future students and the easy access to the E-Books, on home and school computers, are endless."

According to Krause, access to the E-Books on the school computer is just as simple as accessing the books on a home computer.

"On the school computer, go into your favorites on Internet Explorer and open up the school library search. Click on middle/high school and search for any E-Book based on material type, keyword, author, etc," she said.

If any students have questions or would like to give their input on the new E-Books, see Mrs. Krause in the library.

Student

Profile
Loyd Waites



NABILA MAHMUD PHOTO

By Nabila Mahmud
INDEPENDENT EDITOR

Who would you pick to play you in a movie?

Christopher Lloyd

What is your favorite breakfast food?

English muffin and cream cheese

Do you like your chicken grilled or fried?

I'm a vegetarian.

Why are you a vegetarian?

When I was four, I watched the Thanksgiving special of "Rugrats" where they save a turkey.

Who is your celebrity crush?

I don't believe in selling out to the capitalism of tabloids.

How do you feel about Obamacare?

It's closer to socialism, which is a good thing...A bunch people just don't understand it and just call it communism, which is ignorant.

What is your favorite ice cream?

Vanilla

If you could live in any decade which one would it be?

They all kind of sucked.

Favorite cheese?

Mozzarella

What do you want to be when you grow up?

Astrophysicist

If you could bring one thing on desert island what would it be?

Cell phone

Where do you buy your clothes?

My parents buy them.

Who would you want to spend the rest of your life with?

Billy Burnham

Would you rather a beach wedding or backyard wedding?

Neither. I don't want to get married.

Global issues class fundraises for well in Haiti

Dodgeball tournament earns \$750 of \$6,500 goal, future events planned

By Emily Arntsen
INDEPENDENT STAFF

H2O for Life, an organization that provides developing countries with clean water, and the Global Issues class taught by James Wallimann have partnered to raise money for the St. Pierre School in Mirebalais, Haiti.

"The school has about 2,200 kids, four toilets and no water, so we're raising money to build a well so they can have access to fresh water," Wallimann said.

After completing their fundraising, the students will give the money they raised to H2O for Life, who will then match the amount and organize construction in Haiti.

Currently with about \$3,300, the class has a \$6,500 goal in mind for the end of the year.

To spread awareness about water deprivation in developing countries, the Global Issues class "taped statistics in the hallways

and handed out facts concerning fresh water and conservation," senior Savannah Repucci said.

The class recently held two in-school fundraisers: the dodge

ball tournament, which made around \$750, and, with help from the National Art Honors Society, the class sold student-decorated backpack cards for \$1 each, bringing in \$60 so far.

"The dodge ball tournament was very successful! It

was great to have a fundraiser that so much of the student body wanted to be a part of," senior Kaitlin Cochand said.

As for outside school fundraisers, the class held sponsored

restaurant nights at The Landing, Not Your Average Joes, Jalapeños, and Texas Roadhouse, with all proceeds going to the class.

Coming up the class will hold another restaurant night at the Hale Street Tavern and a rummage sale.

They're also selling "water droplets" and T-shirts at local stores, according to Repucci.

Other than helping a community in Haiti, the H2O for Life fundraiser is also teaching students "compassion, money man-

agement and conservation of resources," Cochand said.

"I think the students have learned empathy towards people who are lacking such basic needs," Wallimann said.

'It was great to have a fundraiser that so much of the student body wanted to be a part of.'
-KAITLIN COCHAND



EMILY ARNTSEN PHOTO

Freshmen Winston Feuerbach and Craig Carter participate in the dodgeball tournament, which was held by the Global Issues class in hopes of raising money for the St. Pierre School in Haiti.

Students learn about culture during International Week



COURTESY OF ALYSSA REEVES

Graduate Thayer Lawson spoke about her time working at an orphanage in Guatemala.

By Maya Shnider
INDEPENDENT STAFF

International Week is a chance for students to learn about different countries from around the world.

The Manchester-Essex Regional High school has been celebrating International Week for over 15 years. The school held International Week March 13-16.

This year was the 55th anniversary that the states of Massachusetts celebrated "Foreign Language Week." The theme was "You're connected...now communicate."

According to foreign language department head Michelle Magaña, International Week ran very smoothly for both the middle school and the high school.

"In past years there have been audio-visual problems or classes have gone to the wrong places, but this year ran smoothly and efficiently," Magaña said.

Students had the opportunity to watch presentations, dress up in the country of that day's colors, answer trivia questions and eat the cafeteria food.

"I think that the cafeteria ladies did a great job decorating the cafeteria for each sat and finding out the most popular recipes from each country," Magaña said.

"Many presenters shared about volunteer experiences they had in foreign countries, which inspires students to look for opportunities similar to the ones they saw," she said.

"I thought it was really cool to learn about volunteer experiences like Sam White's presentation about Honduras. It

was really interesting to learn about different cultures and how they live," sophomore Casey Cook said.

Magaña worked hard to coordinate over 20 speakers ranging from Spain to Austria to Madagascar.

According to her, presentations consisted of cultural information as well as historical facts.

Many students enjoy International Week.

"I really enjoy International Week because I get to

learn about places that I may want to visit in the future. And I get to learn about different cultures like there are over 79 languages spoken across Senegal," sophomore Julia Paccone said.

'I really enjoy International Week because I get to learn about places that I may want to visit in the future.'
-JULIA PACCONE

Green Team Scholars continue working on green projects at school

By Emma Jakes
INDEPENDENT STAFF

Students on the Green Team are continuing to work towards more environmentally friendly initiatives. Through the Green Team Scholars, a class headed by Eric Magers, they are able to commit time to reaching this goal.

"Green Team Scholars is an independent course where students can choose an environmental subject that interests them and participate in a project related to that subject that benefits the school," senior Shauna Rice said.

Rice is currently working with junior Nicole Bradley on a Sus-

tainability Rating Chart. According to Rice, this project entails that the two contact all vendors that provide products to the school's dining hall.

The information they are collecting includes the mileage, how long it takes for the food to arrive at the school, packaging processes and what types of hormones are added to the food, according to Rice.

"We're doing this so we can provide the nutrition director, Sheila Parisien, with the best possible options for a sustainable lunchroom," Rice said.

Senior Simon McIntosh is another Green Team scholar who is also working on a project at the school. McIntosh works in the school's garden growing fresh



EMILY ARNTSEN PHOTO

produce to be used in the dining hall.

The class is available to all students interested in pursuing an environmental project and can be taken for one year or over a period of years, according to Rice. Both Rice and Bradley have been working on multiple projects since last year.



NABILA MAHMUD PHOTO

The school garden is one of many Green Team Scholar projects. Senior Simon McIntosh (upper left) is working in the garden to provide fresh produce to be used in the dining hall. Students interested in pursuing environmental projects can take the class.

Car Ownership

Should high school students own cars?

Pro

Ellen Burgess

Despite a common adult consensus against students owning cars, high school students having their own cars helps teach responsibility, independence, and can even make parents' lives easier.

Nowadays, students' schedules are becoming more hectic. Between sports, drama, and other extracurricular activities, students are finding it extremely difficult to keep up with things.

"I know in my family there's too many people, and we all have too busy of schedules to share cars," senior Max Gove said.

Many students who own their own cars will also pick up siblings to help out their parents. Students who have parents who work late or are not home often need that mode of transportation in order to keep up with their lives.

"If my parents are busy, I drive my siblings to where they need to go, and if I didn't have my own car, I wouldn't be able to do that," Gove said.

Along with schedules interfering with a family's ability to share cars, students owning their own cars can teach a great deal of responsibilities, ranging from being on time to learning that gas does not pay for itself.

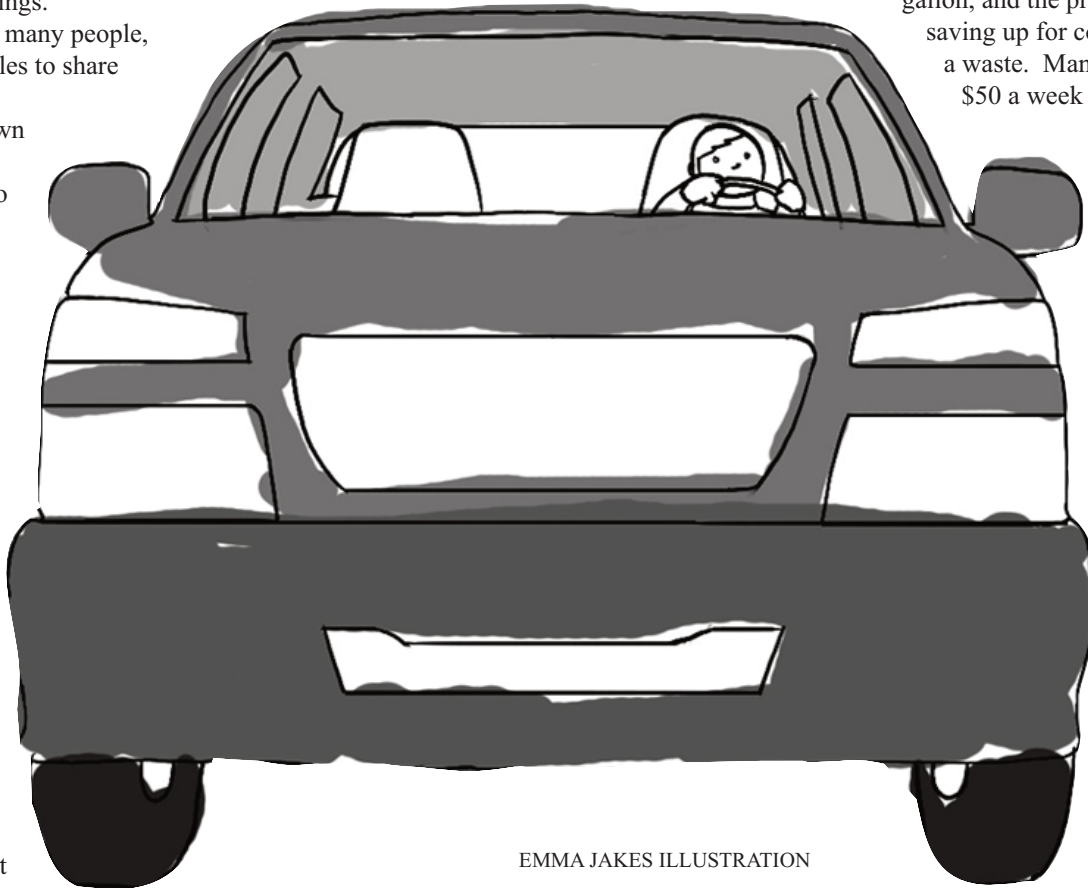
"I pay for my own gas and it sucks. It actually has taught me that if I don't absolutely need to go somewhere, then I won't drive there, or I'll find another way to get to where I want to go," senior Melanie Tognazzi said.

Paying for gas also helps students learn independence. Because this is an important thing for a student to learn during his/her adolescent years and adults are always encouraging it, owning a car is not an unreasonable way to acquire this knowledge.

"We need to learn how to get...wherever we need to go by ourselves and on time because when we go to college, we're on our own," senior Taylor Coons said.

Overall, owning a car does not only benefit the student, it can actually help his/her psychological and social development.

"I think it's reasonable for us to have one because it proves we can be responsible, and it gives us some independence, and it makes our parents lives easier," junior John Beardsey said.



EMMA JAKES ILLUSTRATION

Con

Melissa Moore

Though owning a car can provide some freedom, the associated liabilities and costs far outweigh any advantages.

Purchasing a car is expensive. Pre-owned cars can cost anywhere from \$1,000-\$400,000, with the average price around \$10,000.

Today, gas in the United States costs an average of \$3.867 per gallon, and the price is only climbing. Especially while saving up for college, paying money for expensive gas is a waste. Many high school students can spend up to \$50 a week on gas. If, instead, he/she saved that money over a year, he/she would have an extra \$2,600.

Besides gas, owning a car is expensive. The average cost for insurance in Massachusetts is \$1,113 each year. This money adds up quickly. For someone who owns a car both junior and senior years, he/she spends an extra \$2,226.

Adding up the above costs, this person has spent almost \$15,000. Tuition at the University of Massachusetts at Amherst is \$12,991 for the 2012-2013 school year. If that person did not own a car, he/she would have saved enough to pay for his/her first year in college.

Even discounting finances, owning a car can be a hassle. Before high school students are even able to drive, they are still able to go places and have fun. All of a sudden, when kids turn 16, do they really need to have their own car to get to the movies or to their friend's house? Often, another friend will be going to the same place, and the two can carpool.

Carpooling is also a more environmentally-friendly way to travel. It prevents greenhouse gases from being emitted into the atmosphere and keeps the world a safer place.

Not only is carpooling better for the environment, but it also is more fun. One can talk to his/her friends before arriving at the destination.

In the summer, typically the time when teenagers most desire the use of a car, alternate ways of travel do exist. Many times, kids can actually walk to their desired destination and, especially during the summer, avoid the inevitable beach traffic.

For farther distances, kids can bike to their destination. Biking is a fun, simple way to get from one place to another while also getting a bit of exercise.

'Kony 2012' video pressures opinion upon viewers

By Kendall McCormick
INDEPENDENT STAFF

Technology, undoubtedly, has brought immense benefits to society. However, with these benefits come flaws as well, such as the high speed at which information can become viral, as reflected by the Kony 2012 video.

Kony 2012 portrayed a present situation in Uganda in which guerrilla group Lord's Resistance Army (LRA) and its leader Joseph Kony kidnap Ugandan children to use as soldiers.

The video, which requested that viewers repost, went viral within a day.

While Kony 2012, produced by the group Invisible Children, is very emotional and depicts an appalling situation, it reflects

how mass media causes Americans to simply conform to what they see in the media rather than researching on their own.

What many failed to realize after viewing the video is that there are multiple sides to the issue, and those opposed to the video are not necessarily in support of Kony.

Invisible Children presented the idea of simply going into Uganda and arresting Kony; however, controversy still remains. To name a few opposing views, some believe that the United States has a double motive of achieving oil by invading Uganda and others believe that invading Uganda would result in the United States siding with the corrupt Ugandan military and government.

These opposing views may not

be correct; however, the point is that they exist. Just because a video depicts a horrible situation and claims to want to help does not mean that it is necessarily presenting the right method.

Kony 2012 is a piece of propaganda. The video does leave out important facts and logistics regarding the effects of trying to capture Joseph Kony.

What viewers need to understand is that there are two sides to every story, even if the media does not always reflect both sides.

Reposting a video for a supposed good cause is easy to do, but researching issues such as Kony 2012 is becoming increasingly important before showing blind support.

An individual needs both sides of an issue to form an opinion.



KONY 2012.COM

'Kony 2012' provides viewers with one side of the situation but not with enough information for them to make a judgement.



Public school education offers the benefits, minus the cost of private school

MARIAN SILJEHOLM

Each year Americans spend thousands of dollars placing their children in private schools. Yet, in terms of test scores and college admissions, the discrepancy between public and private school students is marginal, if evident at all.

According to the National Center for Education Statistics, 11% of all K-12 students attend private schools, which make up about 25% of all American schools. According to the National Association of Independent Schools, the median tuition for private high schools in 2008-2009 was \$17,441.

Clearly the sums being paid to private schools annually are staggering, but to what end?

One of the major arguments cited by private school advocates lies in college admission. Yet a 2007 study by the Center on Education Policy found that in comparing students of similar socioeconomic status, not only were achievement scores in reading, math, science and history the same, so was the likelihood and caliber of university attendance regardless of public or private school background.

Furthermore while private school advocates often point to the administrative flexibility of being able to set individual hiring and firing practices as an advantage, Sarah Lubienski, a University of Illinois College of Education professor, found evidence suggesting otherwise in 2009 studies which showed that public school students outperformed their private school peers, due to a "lack of private schools' investment in the professional development of their teachers and attention to keeping their curriculum current."

The last popular argument cited by private school advocates is the perks in the form of expansive sports complexes and enriching after-school activities.

Yet, public schools also offer extensive extracurricular programs such as band, chorus and theater as well as many sports, which are arguably more competitive as private schools typically pull from a smaller pool of athletes.

Admittedly, Manchester-Essex consistently outperforms most other public school and boasts class sizes and athletic facilities on par with many private schools, making it unrepresentative of the nation's public schools. That said, barring a learning disability for which specialized schools are additionally equipped to handle, the bottom line driving the quality of any education is the student involved.

So why not save your money for college, where even public schools come with price tags.

STAFF EDITORIAL

Library passes create a nuisance

In an attempt to control and keep track of students, a new library pass system was enacted over the past few weeks; however, this new method simply burdens study hall monitors and students.

Five students from each study hall are allowed to go to the library. The new system requires each of these five students to have their own pass, signed by the study hall monitor. In some cases, three study hall classes are assigned to one teacher in a given block, forcing the monitor to write out 15 individual library passes.

Because of the unnecessary amount of time taken to write passes for every student, the line to a study hall monitor's desk is often out the door of the classroom. Students are often stuck waiting in line for 10 minutes for a pass, while monitors waste just as much time writing all of them out.

Once students arrive at the library, they place their passes in a designated basket. This method might control the amount of students who get to the library, but it does nothing to stop them from



MORGAN KENNEDY PHOTO

Numerous students wait for English teacher Allison Lane to write out individual library and other passes during G-block study hall.

leaving and wandering the halls. Just because a student places a slip of paper in the basket does not necessarily mean he or she is accounted for.

Requiring each student to have his or her own pass is contradic-

tory to our "green" school values because at least 15 slips of paper are wasted every study hall.

The new system is also a nuisance for seniors who come to school late when their study hall falls during first block. Each sen-

ior checks in and gets a pass at the main office when they arrive at school, but if they wish to spend the rest of their study hall in the library, they must find their monitor and get another pass first. There is no difference between placing an office pass and a study hall pass in the basket, so both should be accepted in the library.

Under the old system, study hall monitors recorded who left the classroom and where they went, so aside from a massive increase in wasted time, not much has changed.

Allowing five students per pass would clear up classrooms quicker while still ensuring that everyone in the library is accounted for. Laminating and reusing library passes every block would improve the system as well, decreasing paper waste.

According to librarian Sue Krause the new system is going well even though it creates more work for the study hall monitors.

"Ms. Hunt and I will meet and discuss how things are going at the end of the year," she said. "We're here to please, but we still need accountability."

Biased signs should not be allowed in school

By Fiona Davis
INDEPENDENT STAFF

While public schools are obligated to teach students to make responsible, healthy, and educated choices in their personal lives, allowing for signs and biased statements to influence students' personal beliefs as they make their way through the halls is unacceptable. Therefore, signs reading, "Companies treat the world differently" that are meant to discourage shopping at Wal-Mart were recently removed from the dining hall and main hallway.

The posters were prominently

displayed and easily visible to students in both locations.

Though the posters were put up by a student, the school should not have allowed biased signs that did not show both sides of the Wal-Mart controversy to be in a school environment. Just as biased text books cannot be presented to students, schools should not endorse biased posters.

The majority of the statements on the signs were harmless, simply encouraging students to be aware of how the process of supply and demand operates and the idea of voting for certain products by spending money on them. However, the latter part of

the sign presented only one-sided information about large corporations and Wal-Mart's business practices.

The signs claimed that Wal-Mart "ridiculously underpays workers" and "supports child labor," yet did not include that Wal-Mart pays American employees the same amount on average as other similar retail companies and that Wal-Mart randomly conducts over 200 ethics inspections each week in factories to ensure compliance with the law, according to PBS.org.

Seeing opinionated information does not allow students to make informed decisions based

on equally represented sides of corporate ethics issues. Furthermore, the signs limited students' exposure to unbiased material, thus taking away their ability to form an independent opinion on the subject matter. The presentation of opinionated messages, even with the intent of helping students make thorough, thoughtful decisions, has no place in a school environment in the manner of posters in the hallways that only address one side of certain arguments.

Students deserve an educational environment that encourages freedom to form opinions without the influence of biased material.

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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.

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- Maya Shnider

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- Mary Buckley-Harmon

GIRLS' TENNIS

Coach: Brandon Grimm

Captain: Senior Eliza Rohner

Impact players: Senior captain Eliza Rohner, sophomores Michelle Fuca and Rachel Daley

Goals for this year : To get another run at the state championship, and to meet their potential as a team and have each individual improve their skills and abilities.

Captain's quote: "I think we have a strong team this year and I think we can be Division 3 state champions again," Rohner said.



Eliza Rohner

BOYS' TENNIS

Coach: Robert Bilsbury

Captains: Senior Ben Scarafoni and junior Calvin Lamothe

Impact players: Senior captain Ben Scarafoni and freshman Michael Fuca

Goals this year: To play our best tennis and win the CAL Small title.

Coach's quote: "We have a very solid team this year and are looking to win the CAL Small title."



Calvin Lamothe



Ben Scarafoni

SAILING

Coach: Kevin Dooley

Captains: Junior Brady Winn and sophomore Quinn Andersen

Impact players: Juniors Brady Winn and Jacob Martz, sophomores Quinn and Luke Andersen

Goals this year: Get back into the playoffs.

Coach's quote: "Everyone here is committed to go sailing."



Brady Winn



Quinn Andersen

FRISBEE

Coach: Eric Magers

Captains: Seniors Simon McIntosh, Sebastian Wooding, and junior Alex Walder

Impact players: Seniors Simon McIntosh and Sebastian Wooding, junior Alex Walder, and sophomore Sam Nesbit

Goals this year: To spread the Ultimate experience and the love of the game

Coach's quote: "The most fulfilling part of the season is watching kids who've never thrown a frisbee come out here and just pick up a disc."



Alex Walder



Simon McIntosh



Sebastian Wooding

CO-OP TRACK

Captains from Gloucester: Juniors Elle Wierbicky and Bianca Giacalone, and seniors Cecily Francis and Audrey Knowlton

Coaches: J.D. MacEachern and Jeff Destino

Goals this year: Get as many people to states as possible and achieve many personal records

Impact Player from Manchester-Essex: Fiona Davis

Captain's quote: "[The Manchester-Essex athletes] have been a great addition to our team. They have strengthened our program by giving us numbers and talent," Elle Wierbicky said.



Fiona Davis

BOYS' LACROSSE

Coach: Nate Levie

Captains: Seniors Austin Lyne, Nick Douglas, and Andrew Randall

Impact players: Seniors Andrew Randall, Austin Lyne, Connor Bergmann, Nick Douglas, Jeff White, and sophomores Chris Dumont and Alex Taliaferro

Goals for this year : To make the state tournament

Coach's quote: "[The captains] are three of our best players, and they all know the game very well. I expect them to contribute in a big way, and also expect them to help our younger guys along."



Austin Lyne



Nick Douglas



Andrew Randall

GIRLS' LACROSSE

Coach: Sarah Holch

Captains: Seniors Melissa Moore and Taylor Coons

Impact players: Seniors Melissa Moore, Taylor Coons, Katie Cochand, Kirsten Coale, junior Maddi Bistrong, and sophomores Taylor Meek and Brittany Smith

Goals for this year : To have fun, play good lacrosse, be good sports, and win

Captain's quote: "I think our team has a lot of potential. We have a lot of younger, dedicated, skilled players who will definitely make a huge impact," Moore said.



Taylor Coons



Melissa Moore

SOFTBALL

Coach: Rob Bradley

Captains: Seniors Kelly Dodge and Melanie Tognazzi

Impact players: Seniors Kelly Dodge, Melanie Tognazzi, and Brianna Malik, and juniors Nicole Bradley, Kelsi Field, and Natalie Caponigro

Goals for this year : To have a better record than last year

Captains quote: "One of our goals is to build a strong bond as a team, so we are able to communicate out on the field," Dodge said.



Melanie Tognazzi



Kelly Dodge

BASEBALL

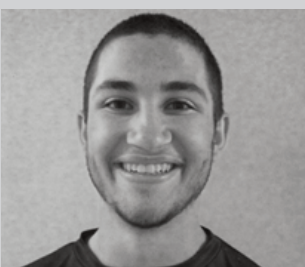
Coach: Robert Garrett

Captains: Seniors Joe Burgess and Matt Corwin and junior Max Nesbit

Impact players: Seniors Joe Burgess, Matt Corwin, Adrian Frattini, and juniors Max Nesbit, Cory Burnham, and Jake Fitzgerald

Goals for this year: Qualifying for state tournament

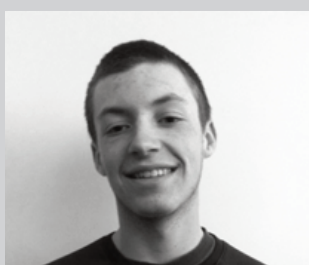
Coach's quote: "We are returning seven varsity starters from last year's team, so there's no reason why we can't improve. We just need to focus on getting some wins."



Joe Burgess



Matt Corwin



Max Nesbit

Battle of the Bands raises money for junior class

First-time event succeeds, junior class plans to hold similar competition in future



AUSTEN COVIELLO PHOTO

Juniors Calvin Lamothe and Ellie Mortillaro perform a series of duets during the Battle of the Bands hosted by the junior class.

By Austen Coviello
INDEPENDENT STAFF

Raising a total of \$817, the junior class hosted a Battle of the Bands in the school's auditorium Friday, March 23.

The event was planned and run by junior class adviser and special education teacher Jared Harvey along with the junior class officers Calvin Lamothe, Austen Coviello, Dustin Ferzacca, and Ellie Mortillaro.

"We have been trying to raise money for our senior year, and we all thought a battle of the bands would be great," Lamothe, junior class president, said.

According to Harvey, about 110 people attended the Battle of the Bands which was "a great success" especially for a first-time event.

"Our biggest strength was in the planning, and the parents were instrumental with their donations," he said. The students of the junior class provided an-

other strength by volunteering to work the concession and ticket tables at the event, Harvey said.

Five bands performed in the Battle of the Bands competition including Busted Bamboo, Faults, The Meaning of Trees, The Wicked, and Contains no Juice. All of the bands included members from the school; however, there were some band members that were from other local schools.

Lamothe and class treasurer Mortillaro were the winners of the Battle of the Bands competition. They sang together while switching off playing the acoustic guitar.

"The whole event turned out way better than I expected. Performing was really fun and re-

laxed, and winning made it even better," he said.

Junior Katherine Hennigan said all the bands were entertaining to watch, but Lamothe and Mortillaro "really stood out."

'Every band was memorable for different reasons. Competition was fierce, and it would be a great event to do again in the future.'

-JARED HARVEY

Harvey said he hopes to host a Battle of the Bands at least one more time in order to fundraise for the junior class and possibly extend the event to include bands outside of the school.

"I think that the highlight of the Battle of the Bands were the bands themselves. Every band was memorable for different reasons. Competition was fierce, and it would be a great event to do again in the future," he said.

'The Hunger Games' lives up to expectations of readers

By Rachel Daley
INDEPENDENT STAFF

From the futuristic structures of the Capitol to the events taking place in the arena, the movie "The Hunger Games" captures the details of the book.

The movie, directed by Gary Ross, who also directed "Seabiscuit," came out on March 23 and reached \$155 million in the box office for the opening weekend. Only "Harry Potter and the Deathly Hallows Part 2" and "The Dark Knight" have earned higher numbers.

In post-apocalyptic America, twelve districts are controlled by the Capitol and its leader, President Snow. Each year, a boy and girl from each district are chosen to fight to the death in an arena to remind them not to rebel

against the Capitol.

Unlike most movies based off of books, "The Hunger Games" successfully portrays the emotions and events that the story thoroughly develops.

Actress Jennifer Lawrence is perfect for the role of the main character Katniss. The movie revolves around her ability to speak a million words without opening her mouth.

In the arena where she fends for herself, Katniss' actions and emotional drawbacks portray her inner voice.

Her relationships with both her longtime friend Gale (Liam Hemsworth) and tribute compan-

ion Peeta (Josh Hutcherson) reflect exactly what the book describes.

Katniss develops a questionable relationship with Peeta in which he truthfully loves her, while she simply uses the bond as a strategy in the Games.

The producers made the action scenes, sporadic and blurry in order to fit the criteria for PG-13 movies, yet they provide enough suspense and adventure to satisfy the viewers.

The final fight scene, consisting of the District 12 team against Cato, is disappointing due to its lack of clarity, but still displays the exact events which occur in the book.

'Unlike most movies based off of books, "The Hunger Games" successfully portrays the emotions and events that the story thoroughly develops.'



THEHUNGERGAMESMOVIE.COM

Actress Jennifer Lawrence is perfect for the role of the main character Katniss. The movie revolves around her ability to speak a million words without opening her mouth.

Other supporting actors include the hilarious Woody Harrelson as Haymitch Abernathy, Katniss and Peeta's mentor, and Lenny Kravitz as Cinna, Katniss's stylist for the Games.

Despite changing a few minor scenes, the movie captures the

overall vibe depicted by the book.

With intense special effects, acceptable character roles, and a beautiful transition from the book to the movie, "The Hunger Games" definitely meets its expectations. Let the Games begin!

Art students learn observational drawing skills by sketching plants



MARY BUCKLEY-HARMON PHOTO

Freshmen Molly Crehan and Bailey Graves, of Ms. Powers' art class, sketch plants to develop observational drawing skills.

By Nabila Mahmud
INDEPENDENT EDITOR

When the Green Team added plants to make the school literally greener, art teacher, Marion Powers, saw them as an opportunity to teach observational drawing.

Students picked one of the numerous plants to draw using observational skills.

Considered one of the most important forms of drawing, observational drawing is a form of art where artists use their own subjective vision to draw a sub-

ject, Powers said.

"When I saw Mr. Magers bring the plants in, I realized this was the perfect opportunity for my class to draw observational drawings," she said. Powers continued, "This type of drawing is so important because you get to draw what you see."

According to Powers, most students think they are drawing what they see when in reality they are drawing what they know. She further explained that observational drawing is so pivotal because it is the basis for any other type of art form.

In the past, Powers would typi-

cally have students sketch different plants she brought from home. Having this new opportunity to sketch such a convenient and vast array of plants makes her feel especially lucky.

Students also seem to enjoy a change of pace.

"It is exciting. It's different; instead of drawing small objects, we're drawing plants that are big and full of life, which can be looked at from different angles," sophomore Charlie Hoff said.

Sophomore Maya Shneider agreed. "It makes you look at plants sharper in order to create an accurate drawing," she said.

Students receive national recognition for artwork



COURTESY OF MEMO.MERSD.ORG

Willy DeConto's piece combined elements such as block printing and colored pencil to elicit an overall theme of public transportation.

By Isadora Decker-Lucke
INDEPENDENT STAFF

Each year, art teachers enter their student's artwork into the Boston Globe sponsored Scholastic Art Awards.

Thirty Manchester Essex students placed at the regional awards this year. Two students, Maddy Smith and Willy DeConto, moved on to receive national silver medals for their artwork. They were the first students from Manchester-Essex in five years to receive national recognition.

Smith, a sophomore, entered a black and white photo of her brother shirtless and wearing a clip-on tie.

"It's called Play. It wasn't put together or highly thought out. It

was just a weird moment in time I somehow captured," Smith said.

Her photo won a Boston Globe Gold Key, and was then chosen out of other gold keys to receive a national award. Smith will

'I try to enter [works] that are really strong conceptually, and then I throw in a few cool but weird ones.'
-CAROLINE EPP

travel to New York on June 1 to be recognized.

Caroline Epp is the photography teacher, who entered Smith's photo in the contest. "I

didn't know if they'd absolutely hate it because it's odd and unexpected, or if they'd think it was genius. I try to enter some that are really strong conceptually, and then I throw in a few cool but weird ones like Maddy's," she said.

"I had forgotten Ms. Epp even entered the photo. I was like

wait, what?" Smith said. "I am proud I got an award for my photography."

"I'm really proud of [Smith]. She's blossomed a lot in her photography," Epp said.

DeConto also won a silver medal. His piece was "a combination of carbon transfers, block printing, and colored pencil," and it "doesn't really have a focal point, but its overall theme is the subway and public transportation," he said.

Like Smith, DeConto was also surprised by the award. "I wasn't really expecting it so it was kind of surprising because I had forgotten about it," he said.

"I think it's cool that high school kids have the opportunity to show their work with other students from totally different areas, and it seems like a great opportunity for people to check out art," DeConto said.

DeConto will not be traveling to New York with Smith, but he did appreciate the chance to hear positive feedback about his work.

Dynamic duo Tatum and Hill star in comedy '21 Jump Street'

By Carolyn Heslop
INDEPENDENT STAFF

MOVIE REVIEW

Actor Channing Tatum reveals not only his good looks but also his ability to make audiences laugh, in his new film, "21 Jump Street."

Starring Tatum and Jonah Hill, directors Phil Lord and Chris Miller's latest project is based on the 1980s television show, "21 Jump Street." This new comedy tells the story of two under-achieving cops who go undercover as high school students. While undercover, they must bring down the dealers and suppliers of a new synthetic drug before it infiltrates other schools.

Embracing their role as two under-qualified, undercover cops, Tatum and Hill manage to keep the movie both entertaining and comical throughout. Al-

though often inappropriate, their jokes are original and cause the audience to erupt in bursts of laughter.

Even though the movie runs at a decently long time of 109 minutes, the jokes never get old and overused. Instead, the characters continue to come up with new humorous lines, and the plot remains surprisingly unpredictable. For example, the ending includes a few plot twists that are completely unexpected by the audience.

Rated R, this movie is clearly not appropriate for anyone under 17, due to the general adult theme and the language used throughout. However, for a more mature audience, the film is quite entertaining.

Although this 2012 film was written by new storywriters, Hill and Michael Bacall, it also serves as a sort of sequel to the TV series that first premiered on television in 1987. Created by Stephen J. Cannell, the original TV show starred Johnny Depp

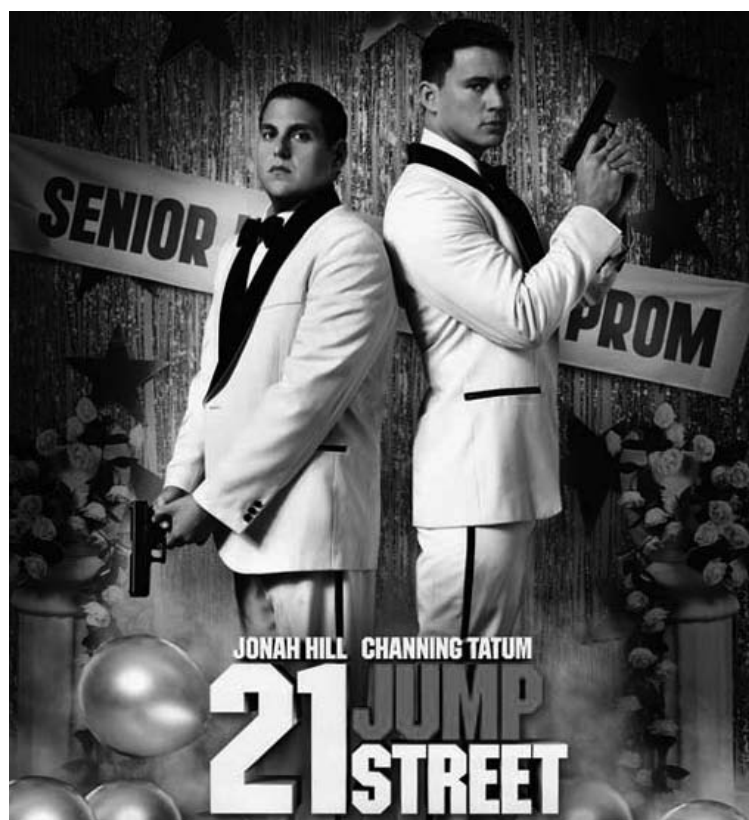
and followed the same premise of young cops who are sentenced to the police squad located at 21 Jump Street.

The writers made this film version modern, however, by incorporating current day trends of adolescents such as Facebook, texting, and the movement to stop global warming.

The film opened to theatres on March 16, 2012 and was distributed by Columbia Pictures. The total budget for the movie was around \$42 million, and the box office sales exceeded just about \$87 million.

Although all the scenes were shot in New Orleans, the setting was meant to be a generic city, meaning that the filmmaker specifically went out of their way to avoid any signs giving away the true location.

Overall, this movie makes the list of must-see comedies of 2012, for viewers 17 and older. With its all-star cast and original plotline, this film is sure not to disappoint.



21JUMPSTREET-MOVIE.COM

Jonah Hill and Channing Tatum star in this film remake of the 1987 television show, "21 Jump Street." Hill and Tatum, former high school enemies, become partners to stop drug sales in school.

'The O.C.' timelessly addresses adolescent issues, entertains audiences



FLIKR.COM

"The O.C." (2004-2007) followed the scandalous lives of several wealthy Newport Beach residents located in the affluent region of Orange County, California. The show had four seasons looking at teen issues of young love, social problems, and family concerns.

By Nabila Mahmud
INDEPENDENT EDITOR

Love, drugs, violence, music, and beautiful people living in an affluent society—that is why "The O.C." will forever be timeless television.

Having four seasons running from 2004 to 2007, the show is centered on the life of misunderstood teen Ryan Atwood, his philanthropic adoptive family, and gorgeous Chanel-wearing girlfriend. It navigates the turbulent struggles between the family and parochial-minded society they reside in.

Each generation of teenagers face similar issues: young love, social problems, and family

concerns. These are issues that will never die simply because of the way society functions.

The themes "The O.C." addresses perfectly fall into line with these different generational problems.

Moreover, simply addressing perpetual teenager issues does not make a show timeless—it has to require massive appeal.

Think about shows like "Full House" or "Friends." Each day a new generation can start watching both series with the same excitement as the initial audience did the time it first aired.

The only reason this works is because these television shows are extremely attractive to viewers: "Fullhouse" is good-hearted

family television while "Friends" never fails to make a person laugh out loud.

"The O.C." works in the same way. Creator Josh Schwartz portrayed the lives of these troubled teens in such an alluring, engaging way that it is impossible to stop watching.

Society is more inclined to watch something that is drastically different from their ordinary lives. "The O.C." provides a way to vicariously live through wealthy, beautiful people who seem to always perfectly overcome obstacles.

Each episode has viewers craving for more. It is equally engaging in 2012 as it was in 2004 and will forever be timeless for years to come.