Students speak, hold moment of silence at walkout supporting school safety

By Paige Swanson
INDEPENDENT EDITOR

Students from both the middle and high school participated in a walkout to raise awareness for school safety on March 15.

The event, which was held outside the front of the school, included a moment of silence, speeches given by members of the student body, and time for people to show the signs they had made for the walkout.

Although the walkout was non-political in nature, some students were worried the event would become a political issue, sophomore Will Smith said.

“Originally I thought [the walkout] would only feature one side of the political spectrum... but once I read the email that was sent out about it, I realized that it was apolitical, all the teachers were remaining apolitical, and students could present whatever they pleased at the event. That definitely changed my mind on the event,” he said.

Senior Abigail Fitzgibbon, who helped to coordinate the event, said she did not plan the event to be political, but she was not opposed to allowing students to express their opinions.

“I wanted to ensure that every student got the chance to express his or her opinion about school safety. For some that meant addressing the current political situation, and for others it was a chance to honor the 17 victims. Either way, I’m glad it gave students a platform to speak on an issue that ultimately affects them the most,” she said.

Junior Falthe Shattford said the apolitical nature of the event helped to unite people to make the message stronger.

“It definitely wasn’t too political, which I am glad about because I know a lot of the people who walked out are Trump supporters, and it’s good to see we’re all on the same page here. It’s good to see that this isn’t a Democrat versus Republican thing; this is a safety issue, which is what it was all about,” she said.

Along with being apolitical, the walkout was almost entirely student run.

“When the students came forward [about the walkout] I said to them that I’d like to work collaboratively. The only things I was concerned about were making sure there’s education around it and making sure that any student who [chose] not to walkout was not alienated or disrespected. Besides that, the students did everything... we really wanted it to be an authentic student voice,” Principal Patricia Puglisi said.

History teacher Jennifer Coleman said she was happy to see that students were using their rights to rally for something that was important to them. She also said she believes the fact that it was a youth movement caught the attention of the media, which made the movement more successful and effective.

“It was effective [because] the media can be a very powerful tool,” she said.

Students participated in a walkout to raise awareness about security at school. The apolitical event, which was held outside the school, was organized by middle and high school students.

New solar panels bring numerous financial, educational benefits to school

By Anton Kozuev
INDEPENDENT EDITOR

In the interest of saving money and advancing the school’s commitment to newer, greener technologies, the district has added over 100 solar panels to the roof of the middle-high school.

When the current high school building had completed construction in 2009, a 40kW solar array had been purchased and installed by the school on almost all flat areas of the roof, said Avi Urbas, district director of finance and operations.

Power Options, an energy purchasing consortium that works on procurement, negotiation, and contracting, founded the company SOLECT to be the best provider of panels which, Urbas said, is why they are the owner of the solar panels.

The panels are owned by SOLECT, not the school, because it benefits both parties – as the school does not have to pay for installation, and SOLECT can gain tax credits that non-profits, such as the school, cannot obtain.

“We have our [Power Options] membership, we get the right to use their contracts… they spent a lot of time researching and negotiating with suppliers to get the best deals possible for us,” he said.

The solar panels will now account for 24% of the school’s annual usage, and the school could get several hundred thousand dollars in payback over the course of 20 years, Urbas said.

Not only will the panels benefit the school financially, but they may also serve as an indicator of the administration and school’s lasting commitment to green technologies, science and Green Team teacher Keith Gray said.

The panels will decrease the environmental impact of the building, reduce the carbon footprint, and save money, he said.

“I know we have a very good carbon footprint as far as schools go because we do have a green initiative,” he said.
March for Our Lives demands stricter gun laws

Over 800 marches led by students across globe gain recognition, support

By Shannon Adam

Motivated by last month’s school shooting in Parkland, Florida, hundreds of thousands of students across America took to the streets on March 24 to push for stronger gun laws and demand action from politicians. They were joined by parents and community members who marched with them to show their support of the student-organized rallies named March for Our Lives. While the main event was held in Washington, D.C., there were more than 800 sister marches spanning across the entire globe.

In Boston, the demonstration started in Roxbury, where protestors gathered at Madison Park Technical Vocational High School to march to the Boston Common. According to police, an estimated 30,000 people attended, carrying signs with messages like “Stop Gun Violence,” “Enough is Enough,” “Fear has no place in our schools,” and “Arms are for hugging.” Some protesters carried signs covered in black spots to symbolize bullet holes.

Junior Lizzy Klebart attended the march after being inspired by the bravery of the Marjory Stoneman Douglas students who stepped up to enact change.

“I think students are fed up with the lack of change that the government is taking. They feel that their government has to enact change and this march was an important way to show that power,” Klebart said. Senior Rebecca Braiman, who also participated in the rally, said the student-run marches were more powerful than other marches.

“It shows...the next generation stepping up, and it shows the unity of all students of all backgrounds, like gender, race, and school,” she said. Although politicians like Senator Elizabeth Warren and Senator Richard Blumenthal came to the rallies to show their support, they stayed in the background and did not make any speeches. While the main event in Massachusetts was in Boston, marches and protests were also held in smaller communities like Ipswich, Beverly, and Worcester. Junior Olivia Mirrano took part in the march in Beverly to support the student-led movement. “[There discussions] directly impact us. We are the students that are in school, and we are the ones that are affected by these laws,” she said.

Student organizers of the marches plan to travel throughout the U.S. this summer and register young voters, showing politicians that they will not disappear anytime soon.

International Week presents global cultures to students

By Hannah Freeman

Celebration of International Week took place from March 14 to March 17. It is recognized statewide, focusing on language, diversity, and culture around the world, foreign language department head Michelle Magaña said.

Schools celebrate the week in different ways: some do foreign films, some do combination of foreign films and food festivals, and others, like MERSH, do presentations. Magaña said she hopes International Week will inspire students to explore the world.

“The variety of presentations can inspire students to travel to places that may be outside of their comfort zone, rather than going to the same place with their family over and over again, they might want to go to a place where life can be very different,” she said.

Magaña said the unexpected snow days did negatively affect the program as the first day of presentations was cancelled, but the rest of the week continued successfully.

“I wanted to get myself more involved and help out how NHS runs and improve the [engagement] of the group,” she said. The officers have discussed many ways for NHS to improve with goals for next year. Kahle discussed what they have already begun to work on. “Right now, we’re trying to figure out a big community service project we can do and continue this through next year by progressing with coming up with ways to help the community in general,” she said.

By Heather Hollyer

The new National Honors Society officers were recently elected for the upcoming year on Feb. 13. The officers discussed why they joined the society and ran for an officer position as well as their goals for next year.

The elected officers are all juniors: president Kriza Baldow, vice president Savannah Reilly, treasurer August Kahle, and communications director Rebecca Shan.

Many officers including Baldow, Paré, and Shan commented on the lack of recognition of NHS due to its limited involvement in the school and community. Baldow said she thought many people take the position of being an officer a bit for granted, yet she enjoys being involved within the community and organizing events, which she said makes her an officer that could bring a lot to the table for the program.

“I want to get NHS more recognized by the incoming Inductees, and I want it to make a fun yet important experience for everyone,” she said. Shan said in NHS those that are not officers are not involved as much; therefore, she hopes to improve this participation.

“I wanted to get myself more involved and help out how NHS runs and improve the [engagement] of the group,” she said. The current adviser for NHS, Jennifer Coleman, said she is always excited to work with new officers and expressed a goal similar to the other officers. “I would like to see us do more community service out in the community as a group and less community service for ourselves,” she said.

New NHS officers discuss goals for next year

By Heather Hollyer

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By Julia Kaper

In addition to the positive feedback on their robot, Cristoforo was selected to be a Dean’s List Finalist, an honor given to a sophomore or junior who leads and commits to their team. “My team nominated me as a semifinalist, and then at the [Reading] competition, they interviewed me and they selected me as a finalist, so I get to move onto District Champs and get interviewed there as well,” Cristoforo said.

Cristoforo is one of 22 students accepted as Dean’s List Finalist to go to the New England District Championship Competition on April 11. She said that in addition to being excited about being selected for the award, she’s also hoping the team will continue to excel as a whole. “I want to help the team. We went to Worlds last year, so I kind of want to go there again. It was really fun,” she said.
Humanitarian League projects positively influence community

Students aim to create awareness about social issues through drives

By Sirine Benali INDEPENDENT EDITOR

Having completed a successful drive for feminine hygiene products, the Humanitarian League is now maintaining existing projects and creating new ones. During the month of March, the club collected feminine hygiene products to donate to local homeless shelters.

“The Humanitarian League has noticed that there’s limited access to certain products that are very expensive for women who are homeless or poor. It’s really expensive to have a period as an adult woman, so we’re having a drive for feminine hygiene products to address that,” Palermo said.

In addition to addressing a need of many homeless women, the Humanitarian League hopes that the drive addresses adults across genders.

“I think by just having a drive and bringing it to people’s attention, it will cause students to have a conversation about it and maybe to start to think that it is something that’s normal and natural, not something that’s disgusting and to be avoided,” senior Faith Palermo said.

The club raised money to buy products through bake sales and also received donations, Palermo said.

“We got more donations than we expected. We had a bake sale yesterday, and we raised over $50 worth, which can buy about 500 feminine hygiene products, which is really nice. It's good to see the school community coming together. It’s important to bring these products back considered taboo for so long,” Palermo said.

In addition to completing the feminine hygiene products drive, the club has been donating leftover food from the cafeteria to Open Door Food Pantry weekly.

“Throughout all the lunches, kids are throwing away their cheese sticks and their pre-packaged things of Craisins and things like that. So, [Keith Gray] collects them throughout all the lunches, and the Humanitarian League picks them up and puts them in the fridge in the office. On Fridays, we drive them up to the shelter,” club adviser Debra Jesus said.

Planning to maintain that initiative, the club also hopes to raise awareness about sexual assault.

“Next month is sexual assault awareness month, so we will put statistics on the [Humanitarian League bulletin] board and the hotline for the sexual assault help center,” junior Lizzy Klebart said.

Members of the club are hopeful about the initiatives the club is taking to provide assistance to members of the local community who are in need.

“I’m excited that we have this club because I think it’s a good way to talk about things going on in our community… I hope that we’re able to, in the future, make some sort of difference in the community and do more outreach to people,” Dahlin said.

CONTINUATIONS PAGE 1

force in cuing the government as to what important issues are in the United States, so that we’re not just thinking of fair treatment to all according to adl.org, has created the A World of Difference Program to implement in schools, Puglisi said.

The league trains teachers to teach students how to effectively speak up when hate speech such as homophobic, racist, and bullying language is used. This will give peers the opportunity to talk to one another using the proper words in order to create a safe environment that we have,” Puglisi said.

The league will address some concerns regarding respectfully conversation, tolerance, and understanding of differences in the school environment that the school is continuously trying to improve upon, Puglisi said.

She said the school currently has a strong culture, but the program will help students further improve upon the current situation.

“School is a huge problem at the school that we need to go to this program, but I think it’s a program that can already enhance the culture that we have,” Puglisi said.

Tran hopes that she and DuBois can not only learn about the program themselves but help to implement it so students are able to learn and work with it. She said she wants students to positively impact others using knowledge they learned from this program.

“This is a program for us to facilitate leadership amongst the student body and for you students to be the best influencers on each other, so it’s coming from your fellow peers as opposed to from the top down,” Tran said.

Sophomore Bridget Twombly thinks the program will benefit the school because it will inform students on how to speak out.

“I think this program will be really helpful because sometimes kids want to have a voice but don’t know to go about it or aren’t educated on how they can, so if they’re more informed, they can help more and step up,” she said.

Sophomore Lars Arntsen similarly said bringing in different viewpoints from other schools can help our school environment.

“The program will be worthwhile because a big problem at our school is that we’re unaware, and we live in a bubble, so I think taking different perspectives from other places within the program can help,” he said.

Social studies department chair Lauren Dubois and social studies teacher Jessica Tran will attend the A World of Difference Program this summer to learn how to help increase students’ acceptance and tolerance within the school community.

Continued from Page 1

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Cesar Garcia has worked as a maintenance worker at the school for seven years. His work includes sweeping, vacuuming, and mopping the second and third floors, as well as taking out the trash and recycling. His hard work and positive attitude is appreciated by students and staff in the school.

School maintenance worker escapes poverty by moving to US
Guatemala native Cesar Garcia provides for his family while working in Calif., Mass. for 24 years

By Juliette Kelley

School maintenance worker Cesar Garcia moved to America from Guatemala in 1994 in order to escape poverty and find new opportunities.

Garcia grew up in Quetzaltenango, Guatemala, where he had to work on farms growing corn, apples, and pears starting at age 6 in order to support his family.

"If there’s no money, there’s no way to eat," he said. Because of this, he was never able to attend school, leaving him without any education in English whatsoever.

Most children, such as his own 10 children, are only able to attend school for seven years maximum because they have to go to work on the farms to provide resources for themselves and their family, he said. "I don’t understand English because I never went to school. Because I never went to school, English never stuck with me," he said.

Garcia’s family is considered an average size in Guatemala. He was forced to leave them behind when he left his home country, a decision that was extremely high stakes.

Although his choice to leave was motivated partially by the intense poverty that is present in Guatemala, it was primarily because he was going to have to pay a “derecho de piso,” or money due to have the right to live somewhere, to one of the many gangs that have power in Guatemala.

"If I didn’t pay the ‘derecho de piso’ they’d kill me... There was danger of death to my children," he said.

When he first moved to the U.S. in 1994, Garcia lived in California for a year. However, he soon decided to move to Massachusetts because he thought it would provide more favorable living and working circumstances. "In Massachusetts, there’s better quality of life, better salary, and a much better opportunity for work," he said.

After moving to Massachusetts, Garcia worked at Liffoam Industries, a styrofoam company in Peabody, Mass. for 11 years. However, when a new president took over the company, he was forced to leave despite his dedication to the business.

He came to work at the school as a maintenance worker, where he has been for the past seven years. Spanish teacher Robert Bilsbury said Garcia has a very upbeat personality which makes a big difference in creating a positive workspace.

"He’s always seeing the positive side of everything, which is just a neat character trait. Every interaction I have with him, I always feel better afterwards," he said.

During summers, Garcia works with other members of the maintenance staff to wax the floors in the school. On a normal day, he takes out the recycling and the trash, sweeps, mops, and vacuums all of the second and third floors.

Bilsbury said that Garcia works extremely hard in order to make the space the best that it can be.

"He treats his job very seriously. He’s always asking about if there are ways he could be doing things differently or better... He wants to always do the right thing, which I really admire," he said.

Although the work is difficult and Garcia is here from 3 p.m. to 10 p.m. every day, he said he is extremely grateful for this because it allows him to be employed.

"A man like me, in Guatemala, wouldn’t have work. A person that’s 45 years old wouldn’t have work. Here, I am 66 years old and I’m working. I have the opportunity to work," he said.

Most importantly, he is able to send money back to his family in Guatemala, only one or two of whom can visit him once a year, while still supporting himself here in Chelsea, Mass. where he currently lives.

"I send what I can to my family. With what they pay me here, I can maintain my family there. One [American] dollar is eight quetzales [there]," he said.

Garcia has visited Guatemala only twice since he moved to America, but he hopes to return to Quetzaltenango and start his own business. "My goal is to return to my country and have a business there, a bread bakery, maybe in two years," he said.

By Juliette Kelley

Senior Summer Burroughs: "My favorite thing to do if it’s raining out in the spring is to sit on my porch and watch it because it’s warm out."
Class of 2016 survey informs how high school prepares students for college

By Sophie Larson
INDEPENDENT EDITOR

The guidance department recently received the results of a survey sent out to the class of 2016 regarding their experience in high school, how it affected them at the college level, whether they are currently attending college or are working, and any advice they have for students after high school.

Of the 41 graduates who responded this year, 87.8 percent are currently attending a four-year college, and 75 percent felt more prepared for college level work compared to their classmates.

On a scale out of five, 80 percent answered three or higher regarding how well their emotional health was supported in high school.

In the advice section of the survey, many alumni offered tips including learning time management skills in high school, learning healthy habits early, not worrying about deviating from the original plan during the college search, and keeping in mind that any school can feel like a home if the effort is put in to get involved in the culture.

Guidance counselor Beverly Low hopes to put some of these pieces of advice into next year’s college search guide book to help students with post-secondary planning and their high school careers.

“Hands Down, the best aspect of doing this survey is just keeping in touch. It’s a great way for us to say connected with alumni who may want to come back to talk to students about their college experience. I want to maintain that relationship because they can be so valuable to students coming up through the years who might be interested in the same college, or the military, or a gap year,” she said.

The survey was first sent out to the Class of 2015, of which 25 alumni responded, Low said.

“Last year was the first year [the survey] was sent out. It came out of a group called the Guidance Advisory Group, which is a group of parents, students, and admissions reps. They developed the survey and they sent it out,” Principal Patricia Puglisi said.

Based off of the response last year, there was a consensus that graduates who went on to college felt well prepared for writing at the college level, student member of the Guidance Advisory Board junior Eve Feuerbach said.

Guidance and the administration will use feedback like this to develop a better understanding of how well graduates are prepared for college and whether the school needs to do anything differently.

ALICE safety drill helps students understand, practice emergency procedures at school

By Hannah Freeman
INDEPENDENT EDITOR

Both the high school and the middle school participated in an ALICE safety drill on March 12. High school principal Patricia Puglisi said the goals of the drill included revisiting the training from October 2017 and allowing students to engage in conversations about the safety procedures in place at the school.

The drill consisted of watching a video made by Waltham High School about the ALICE procedures: alert, lockdown, inform, counter and evacuate, to remind students of the choices they have in case of a situation in the school building.

Students also walked to the student parking lot to see the evacuation route to the Essex County Club.

“I think watching the video, giving students the opportunity to talk to teachers about the options and choices that we have in place, and allowing them to see and walk around the property was an important step,” Puglisi said.

She said the administration plans on having a similar drill during the beginning of the next school year to remind students of the things they have learned during the previous two drills.

There is also potential for both a full-scale evacuation drill to Essex County Club and a full-scale ALICE drill in the future.

“We have a lot of conversations about [the possibility of a full-scale ALICE drill within the high school], and we are deferring to the police chiefs, and there’s a balance between doing a full-scale drill and scaring students, so we are continuing our conversations with the chiefs and taking direction from them,” Puglisi said.

Science teacher and former police officer Keith Gray said the drill was an important first step for the school to take.

“I thought the drill was successful and was definitely a good step for the school to take. I think it will help increase comfort in the school community. I also think this drill was a good first step for the school to take in eventually progressing to a full-scale ALICE drill,” he said.

While sophomore Spencer Meek said he understood the goals of the drill, he said he didn’t think it was effective as it could have been.

“I don’t think this past week’s drill really benefited us as students. I think the intent of the drill was good, and I can understand how a full-scale ALICE drill might have a negative impact upon the middle school because it can be scary, but I think for high school it would definitely be more beneficial than what we did this past week,” he said.

Other students reiterated Meek’s view that the drill was not enough.

“I think a full-scale drill could be tough because it could be traumatizing for some people, but personally I didn’t feel that safe with the ALICE drill we did this week. I think I would just go to my car and drive home or get away from the school, not walk calmly to the field. I just don’t think that is really realistic,” junior Lena Brzezinski said.

Teacher Keith Gray showed students how to use a chair to prevent doors from opening if they cannot be locked in a crisis.

Students returned from the Essex County Club golf course after an ALICE safety drill demonstrating evacuation routes.
By Sofia Gillespie

March, April spark start of promposal season

Ipswich Country Club provides versatile venue for prom

Ipswich Country Club is the locale for the 2018 prom. The golf course and the large deck provide an attractive site for the event.

Global Issues holds road race to raise money for One Sight

Onlookers at the Global Issues road race waited at the school for runners to return from their 5k to Singing Beach and back. The Independent Volume XXIV #6 April 2, 2018 7

The Independent
Girls and boys both typically invest in different items for prom night.

**For Her:**

- **Prom Dress:** $200
  - Also know as the most essential (and stressful) part of pre-prom planning, the prom dress is a source of anxiety for many high school girls as early as January. As soon as the infamous prom dress Facebook page is created, it's a scramble to claim the best dress first so no one has to deal with the overstated embarrassment of wearing the same dress to prom (but really, is anyone going to remember a year later?).

- **Shoes:** $50
  - You can't have a great prom dress without a classy pair of heels to go along with it. While many girls may opt to wear a pair they already have, some worry that their current wardrobe will not suffice and end up spending $30-$100 on a new pair.

- **Hair & Makeup:** $50
  - The most variable factor in deciding prom costs, hair and make-up tastes differ for each person. While some girls opt for perfectly curled hair and dramatic make-up, complete with false eyelashes, others prefer a completely natural look. If you do decide to veer on the extravagant end of the hair and make-up spectrum, make sure to book appointments early!

- **Nails:** $30
  - The classic French manicure is the staple of high school proms. Getting nails done a few days in advance of the big event is a tradition for many groups of friends. Don't chip them while you're getting ready!

- **Boutonnière:** $10
  - The little flower that causes way too much stress, a boutonnière usually costs around $10. Most are available at your local florist, and they are notoriously impossible to pin into a tux. Don’t prick your fingers!

**For Him:**

- **Corsage:** $40
  - Unlike the boutonnière, the corsage is surprisingly expensive (relatively). Unsurprisingly, most guys get their moms to buy the corsage, and sometimes the mom is even the one to figure out how to put it on!

- **Tuxedo:** $150
  - Guys generally receive no spotlight when it comes to prom preparations. With all the emphasis on their date's gown, guys still have to undergo the underappreciated effort of renting a tux. Rather than spending upwards of $500 on a tux, renting is usually the more practical option; unless you plan on making a fashion statement by wearing a tux to school often to get your money's worth, you should rent.

- **Ticket:** $60 each
  - Traditionally, dates are expected to pay for their invitee’s tickets and meals on dates. Although this tradition is waning, often the inviter does end up purchasing both tickets for the couple. Ticket prices heavily depend on how much effort the senior class put into fundraising and how swanky the venue is, so make sure to get involved in fundraising if you don’t want to pay for overpriced tickets!

**Costs of Prom**

Girls and boys both typically invest in different items for prom night.
Due to the increasing gun violence in schools across the United States, our school should use metal detectors in order to protect students from crime and danger. Metal detectors can be used to deter students and school shooters from initially bringing weapons to schools and can disincentivize a student or adult from committing a crime within school boundaries. Because metal detectors force students to pass through the metal detectors first, they would consider easier targeted schools other than Manchester Essex in order to prevent getting caught. At Fairfax High School in Los Angeles after a student's gun accidentally discharged in his backpack in class, killing one student and wounding another, the school began using metal detectors, reported Sandy Banks of the Los Angeles Times. In following years, more metal detectors have been installed, limiting weapon-related deaths and incidents, Banks said.

The metal detectors are a part of a district-wide new weapons search program, which involves installing them at the entrances of 49 different high schools in the Los Angeles area with spontaneous checks on random students at the beginning of the day, Banks said. Superintendent Sid Thompson of the Los Angeles Unified School District said metal detectors discourage students who are thinking to commit a violent crime. Banks wrote, “This isn’t aimed at one school,” Thompson said. “It’s on every campus. This way, the possibility of being searched would act as a deterrent to the students who think about carrying a gun on campus.” Banks reported. Additionally, communities across the country are raising money for metal detectors to be installed in Parkland, Fla. Owen Amos of BBC News reported on Feb. 20, 2018 that Shane Romines, a personal injury attorney in Corbin, Ky., offered $20,000 to buy five metal detectors for Stoneman Douglas High School in Parkland, Fla., after the shooting. Romines was also willing to give $5,000 more for firearms, tasers, and training and called upon other leaders in the community to contribute. After three days, $75,000 in donations were raised for the cause.

Since communities like Parkland have shown their approval and willingness to pay for metal detectors, despite the large costs, it shows potential for the Manchester and Essex communities to install them in their school. Opposing arguments say metal detectors give schools a prison-like feel. Melinda D. Anderson of the Atlantic reported that Edward Ward, a student who attended high school with metal detectors, said “many young people … feel unwelcome and under siege” because of the detectors at school. Even though metal detectors have made some students feel uneasy and violated, living in fear every day is more terrifying than metal detectors will ever be. These problems are a small price to pay for the lives of students at our school.

Questions about school safety remain unanswered as the threat of armed attackers in schools continues and Congress shows no signs of passing legislation to keep its citizens and children safe. Due to Congress’ reluctance, many are asking what the schools can do to fix this.

One suggestion is to put metal detectors in every school. However, metal detectors are not safe from a potential gunman and are not a practical solution. Metal detectors have little utility as a physical barrier, according to the Huffington Post, because it wouldn’t be very useful to have metal detectors in school without hiring trained personnel to operate the equipment at all times. The school is used almost all day, every day for various activities and by various groups. Searches would need to be conducted at all times to ensure that no weapons are entering the school.

Without factoring in the cost of the additional personnel needed to operate the metal detectors, the school may end up spending $16,000 on a piece of machinery that could prove to be useless if someone came into the school through a different entrance. According to Anemona Hartocollis of the New York Times, experts say that metal detectors are unlikely to stop a gunman and are only useful when the school is in a neighborhood with high crime or gang activity where students may try to bring guns or knives to school for protection.

In a school like Manchester Essex, there is no gang activity, both towns have a very low crime rate, and students hardly, if ever, have been known to bring weapons to school. If metal detectors were to operate anytime someone came through a main entrance, and there were no other way of entering the school, they still would only be effective if the intent of the person carrying a weapon was to stamp it or carry it through the day, not to actually use it in a mass-shooting.

The school shooter would not volunteer to be subject to a search, but instead harm anyone he encounters once inside the school, including someone manning a metal detector. There is nothing stopping a shooter from simply passing by a metal detector once he gains entrance into the school.

Putting a metal detector in school would also cause problems with the school climate and faculty-student relationships. Though administration would be putting metal detectors in the school to protect the students, the students may interpret the metal detectors as an accusation rather than a precaution, only causing a divide in the school rather than unifying it.

When students walk into school to see a metal detector, they are reminded that they are not safe in their own school, that they cannot trust their fellow classmates, and that the administration does not trust them.

Students should not be punished for participating in school walkouts.

By Charlotte Pick

Students across the United States should not be punished for participating in school walkouts, which called for restrictions of gun control and honored the lives lost in the shooting at Stoneham Douglas High School. On March 14, 2018, students across the United States walked out of their classrooms and stood in solidarity of the 17 lives lost at Stoneman Douglas High School as a result of a school shooting. During these 17 minutes, students chose to give speeches and partake in a moment of silence. This was a time for students to state their opinions regarding the lack of gun control in the United States. Although our school did not punish students for walking out of school, countless other schools across the country punished students for walking out.

I thought that this was an important topic for students to be allowed to have their voice, and I wanted to empower students to voice their opinions,” Principal Patricia Puglisi said. “Overall I find it more effective to work collaboratively with students,” she said.

On the other hand, according to the New York Post, schools such as Sayreville Public School District in New Jersey punished students for participating in the walkout. The Sayreville Board of Education said that participating in the walkout was “willful disobedience,” and a “failure to follow administrative instruction.” Students from this school who took part in the walkout received two up to days of out of school suspension.

One Arkansas school also punished students for participating in the walkout. According to The Hill, students from Greenbrier, Ark., who chose to walk out were given the option of corporal punishment or two days of in-school suspension for punishment. Arkansas is one of the 19 states where corporal punishment is legal. Three students participated in the walkout and chose corporal punishment, which consisted of paddling: a beating with a paddle. Another school that punished students was Walton High School in Atlanta, Ga. Students who walked out were given in-school suspensions and chose to wear black to protest the punishment.

Students should not have been punished for expressing their opinions regarding the issue of gun control. Change will only be made if people are free to voice their thoughts; stifling the discussion of controversial topics will only cause more unrest and disagreement.

According to the Newsweek Institute, students have a wide range of free-expression rights under the First Amendment, and they do not lose most of these rights when in school.

It is important for students to feel safe in school so they can express their thoughts. Without opportunities to voice their opinions without fear of punishment, students will be unable to stand up for their rights and create change.
Arming teachers would create high risk, dangerous environment

Although President Trump and others in Congress have called for arming teachers across the country to increase school safety, allowing teachers to have guns in classrooms at our school is not the solution to increasing security. The push for giving teachers guns has grown stronger since the recent shooting in Parkland, Fla., which left 17 students and staff dead at Marjory Stoneman Douglas High School.

Allowing teachers to have weapons would be more dangerous for students. The risk for possible accidents to happen when guns are on the premises of schools is extremely high, even if the armed teachers are properly trained.

According to CNN, a teacher trained to use a gun in California accidentally fired a gun and injured a student recently while teaching a physical safety class. Two other accidental shootings in schools happened that same week, showing that accidents like those happen frequently. Marjory Stoneman Douglas history teacher Greg Pitman, a survivor of the shooting in Parkland, told CBS News that even if he had had a gun during the shooting, he couldn’t have made a mistake while trying to stop the shooter.

“What if I shoot a student and I make a mistake and [he/she] shouldn’t be shot. I don’t want to make [the] life and death decision: Am I to shoot you or not to shoot you?” he said. Although armed teachers could potentially stop a shooter faster than if they weren’t armed, there is too much risk associated with giving them guns.

Arming teachers at this school would also make the students and staff feel more unsafe. Even though any teacher given a gun would be trained to use it properly, it would still make the school a more dangerous environment.

Sophomore Bridget Miller said that having guns on the premises of a school would make it harder for her to come to school every day because she would feel nervous about how many things could go wrong, even if all the teachers equipped with the weapons were well-trained.

Principal Patricia Puglisi shared a similar viewpoint. “For myself as a teacher and an educator, I would not feel comfortable being armed in school, and I wouldn’t feel comfortable having others be armed in school,” she said.

Additionally, a barrier between the teachers and the students would inevitably form if teachers were armed because students would fear the teachers, knowing of the weapons they would possess.

This type of fearful environment that would be cultivated by arming teachers is the opposite of promoting school safety due to its negative effects on students’ social and emotional safety. Not only would arming teachers create an unsafe environment; it also means forcing teachers to assume the responsibilities of a police officer, which is an unnecessary burden they should not have to carry. Marjory Stoneman Douglas junior Alfonso Calderon, another survivor of the recent shooting, spoke on CNN to talk about how teachers’ only job should be to educate students.

“Teachers are meant to teach young minds how to work in the world. They are not meant to know how to carry AR-15s,” he said.

There are numerous other steps schools can take in order to promote school safety, rather than having teachers become a risk and responsibility that comes with carrying a weapon. Puglisi listed some of the things our school can do to decrease the chances of a shooting instead of arming teachers. “I think there needs to be a focus on social and emotional health and wellness. I think there is a practical law, and I think that we have to have students and community members say something when [they] see something.”

There are so many other steps that this school can take to prevent a shooting, therefore it is not necessary to arm teachers when doing so has far more negative repercussions than positive ones.

Broader group community service should be provided by schools

By Juliette Kelley

INDEPENDENT EDITOR

Broader group community service should be provided by schools

In order to broaden students’ world view and provide a rewarding, enjoyable experience, the school should provide group community service options outside of the local community. While local community service gives back to one’s own town, breaking out from the immediate surrounding area can be even more beneficial, especially if one lives in a sheltered area.

“You don’t have to go very far to be in a different sort of environment...You could go somewhere within half an hour of here, and that’s crucially important to developing a sense of the rest of the world,” guidance counselor David Cornwell said. Many students, however, are unsure where to begin searching for new places in need. The school should equip students with the necessary tools, such as a database of food shelters, to get them started in searching for these engaging opportunities.

The school should also provide students with these resources because service outside of the local community can be more gratifying, leading to a desire to serve the less fortunate.

“Just doing work in the school it’s definitely a positive thing, but by reaching out to the community, you’re reaching people who really need the support,” senior Humanitarian League member Nina Prince said.

In addition to enabling students to get outside of their communities the school should make community service more group-oriented to broaden students’ perspectives.

“Working with a group gives all the benefits of real life. You’re going to be in a classroom, you’re going to be at a job, wherever you are, pretty much like...”

95 percent of your life you’re going to be with other people...That’s where you meet some new people who might help you to look at something differently or in a new way,” Cornwell said. By participating in group community service, students are more likely to interact with people who will give them a new perspective and understanding of issues, from views that they may otherwise not have considered.

The school can promote group community service by connecting with other schools so that students have an easier way to discuss and interact with those who are different from themselves. If the school facilitated group projects outside the immediate area, students would work with more diverse people. They would gain a wider world view. 
By Anton Kozyrev

In order to allow for better representation of mature individuals’ opinions, the voting age in the United States should be lowered to 16.

Those under 18 deserve as much representation as those over 18. Many children under 18 still have many of the same abilities as those over the age of 18 do and yet are denied the rights of those over 18.

Smithsonian Magazine details the story of Jack Andraka, a high school sophomore who, at the age of 15 in 2012, won the youth achievement Smithsonian American Ingenuity Award for devising a new method to detect cancer detection, an invention that has the potential to save millions of lives.

Not only are minors capable of numerous intellectual accomplishments, they have the ability to push for societal change. Sixteen-year-olds are incredibly eager to be involved in the democratic process, as exemplified by Takoma Park, a suburb of Washington, D.C. which lowered its minimum voting age for city elections from 18 to 16 in 2013, proving that a lowering of the voting age could be successful.

According to Vox, the “turnout rate for 16 and 17-year-olds not only exceeded that of every other demographic in the city’s 2013 and 2015 elections, but nearly quadrupled the overall average.”

It may be argued that 16- and 17-year-olds are simply not mature and developed enough to be voting and exerting a certain amount of influence on the direction of the nation.

This is, of course, untrue, as the Voting Rights Act of 1965 affirms that one does not need an incredibly comprehensive education in order to be capable of voting.

This landmark legislation states in Section 4 that “no person who demonstrates that he has successfully completed the sixth primary grade in a public school shall be denied the right to vote in any Federal, State, or local election.”

This means that 16-year-olds are, in fact, mentally capable of exercising their right to vote as American citizens – the only thing barring them from doing so is a flawed age restriction.

By Abigail Fitzgibbon

As the climate of United States politics seems to be increasingly polarized and riddled with misinformation and “fake news,” high schools should strengthen civics requirements to graduate cognizant students.

The foundation of a democracy is informed citizens. Thus, public high schools are responsible for making sure that students are ready to be engaged citizens, which includes voting.

Lack of requirements, however, has meant high schools are failing to educate students in civics, which weakens students’ efficacy of the democratic process.

According to The Atlantic, only about 25% of high school students score “proficient” on the federal civics exam in 2014. States’ failure to adequately fund and mandate civics education has caused young people to feel disillusioned with the political system.

According to Tufts University’s center for Information & Research on Civic Learning and Engagement, students with a background in civics are more likely to vote, understand platforms, and make informed political decisions.

While high schools also prepare students to enter into the workforce, they should also encourage students to be active participants in democracy.

Low youth voter turnout could be remedied if schools implemented a one-year civics requirement similar to requirements high schools have for physical education.

Besides high school, no other platform exists for students to learn about the structure and function of the government in an unbiased and equal way; therefore, high schools should be responsible for high schoolers’ civics education.

Given the unique, nonpartisan, and compulsory position of public high schools, the public education system should increase emphasis on civic education in order to send engaged students into the world as empowered citizens.

By Shannon Adam

As of 2016 the state of Massachusetts requires that all core academic teachers who have ELL students in their classrooms must have an SEI (Sheltered English Immersion) Endorsement, meaning that they have to learn how to support ELL students.

Now, ELL teacher, Michelle Chun, works with each student to help them with their English skills.

Instead of attending regular English classes, students have ELL classes for which they receive English credit. “With their level of literacy, reading Shakespeare or [The Adventures of Huckleberry Finn], you really can’t do it if you don’t understand English,” she said.

For students needing more support, Chun can also give the content support. This means not just support in English but in other subjects like history, math and biology, since there is certain vocabulary students need to know to understand the class materials.

In addition to regular ELL classes and content support, Chun is helping her students in another way, by “pushing” into the classroom, meaning that she is in the classroom during the lesson to help the students and answer any questions they might have.

“ELL kids could talk about their experiences and maybe teach their language...and this way we could have a seed of friendship growing,” she said.

By Abigail Fitzgibbon

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OPINION

Voting age should be lowered to give young individuals more say

ELL program changes, improves through the years

Civics education encourages youth voter turnout, political efficacy

High school students need more requirements in civics education.

“Not an expert in all subjects. I go into [for example] their history class, and then I support in the classroom,” she said.

Despite the improvements to the program, Chun noticed that some ELL students have trouble making friends. “The social language is so much harder than academic language. You can get all A’s but not have any friends,” she said.

In a close-knit community like Manchester or Essex, where people know each other since they were little, it sometimes can be difficult to fit in, especially with the added language barrier.

Chun hopes to create an International Club where students can learn about the different cultures that exist within the school.

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**Girls’ tennis players focus on playing points, doing helpful drills during practice**

By Charlotte Pick

Players on the girls’ tennis team are focusing on condition- ing and skill-work in practice leading up to the decision of the varsity lineup. The team has played together for several years and during this time senior players have emerged.

Senior captain Chanel Bullock is the main leader of the team; she has been a captain since she was a freshman. “Our captain Chanel Bullock is an outstanding leader; she takes responsibility for a number of her team members on a daily basis,” said Coach Ken Rawson.

In the past two weeks, the team has had several practices that either occurred in the morning before school or at night. Rawson said that there are several different parts of practice as the season progresses. “The first portion is conditioning and striking lots of balls, second focuses on stroke mechanics and determining which players are mature enough to perform under match conditions, and third emphasizes match strategy and assessing opponents,” he said.

Bullock said that they break into two courts to divide the team into junior varsity and varsity. “We usually play points and do other simple drills,” she said. “Coach usually focuses on teaching the junior varsity players new skills while also supervising the other courts.”

So far in practices, the team has been preparing for their first match, which is in a few weeks. “We have been trying to get a feel for the new team and figure out where everyone fits in,” said senior captain Garrett Lamothe.

Senior captain Garrett Lamothe and sophomore Ellis Weber-Provost work together at an indoor tennis practice while serving. Lamothe has lead the team with his energy for the beginning of the season. Hase plays with his doubles partner, senior Brett Donavan, and the two display their leadership through their consistent energy. “They set a tone to compete in our fitness; they’re both just great kids, and they make younger players feel comfortable because they are silly and ap- proachable,” Bilbury said.

Bilbury is hopeful for a season that may lead to winning the league or making it into the tournament. “Last year’s team made it into the state tourna- ment but lost to Weston in the quarter finals. “Our job is to get better throughout the season. We want to be playing better tennis at the end of the season than we did at the beginning,” Bilbury said.

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**Boys’ tennis team lead by talented freshman, seniors**

By Sofia Gillespie

This year’s boys’ tennis sea- son is off to a strong start with clear leaders emerging, coach Robert Bilbury said. “Senior, junior captains lead team in early practices, encourage teammates”

Senior, junior captains lead team in early practices, encouraging teammates and making each other bet- ter every day, and just solidifying the singles and doubles positions. There are a lot of moving parts we have to sort out,” he said.

Bilbury said that freshman Pieter Breuker is leading the team with his clear talent for the sport. Breuker will likely hold the No. 1 singles position this season. Despite being an underclassman, he is able to guide the team with his tennis experience, Bilbury said.

“It’s not easy to be a leader at such a young age, but he does it really well,” he said.

Breuker practices regularly at the Manchester Athletic Club and plays tournaments with the USTA league along with playing for the boys’ tennis team; he hopes to win many of his singles matches this season. “I think I play significantly more than most players, as I play year-round, so I guess I help out by giving tips to teammates and helping them the best I can,” Breuker said.

Bilbury said that senior Tucker Hase has lead the team with his energy for the beginning of the season. Hase plays with his doubles partner, senior Brett Donavan, and the two display their leadership through their consistent energy. “They set a tone to compete in our fitness; they’re both just great kids, and they make younger players feel comfortable because they are silly and ap- proachable,” Bilbury said.

Hase is optimistic for a suc- cessful season of doubles but mostly hopes to enjoy his time with the team, he said “Brett and I are really good mentally, in that we never get mad. But, we’re not striving to be the best; we’re striving to have fun. I just want to see everyone on the team have a good time,” he said.

Hase hopes that he and Dono- van take the first doubles position this year. Bilbury is hopeful for a season that may lead to winning the league or making it into the tournament, he said. Last year’s team made it into the state tourna- ment but lost to Weston in the quarter finals. “Our job is to get better throughout the season. We want to be playing better tennis at the end of the season than we did at the beginning,” Bilbury said.

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**Co-op track team hopes to find success in first meets of season**

Senior, junior captains lead team in early practices, encouraging teammates

By Julia Kaper

As the track season begins, senior Holly Fossa and junior Matt Carter have been leading the team, hoping to find success in the upcoming meets.

Due to weather concerns, the team practiced at the indoor track at Gloucester High School for the first week of practices, coach David Coleman said.

After the first week, the team was finally able to start practicing outside. They have all been focused and work- ing hard to prepare for the first meet on April 2, Coleman said. Carter also said that everyone on the team has been putting in a lot of effort during practices. “So far, our team is looking very good, and I think we have a fantastic opportunity to make it very far [this season],” he said.

Fossa and Carter are both part of an elite group of runners on the team that are looking to break their personal records and qualify for States, Coleman said. In practices, Fossa, Carter, and others in this elite group run longer and hard- er than the rest of the team to push themselves to reach their full potential.

Fossa said some days these workouts entail doing sprints, such as eight 600 meter sprints, or sometimes it entails running long distances, such as eight miles.

As a senior, Fossa is stepping into a bigger leadership position, Coleman said. Fossa said she has already been driving most of the team to and from practices in Gloucester every day.

Because the workouts have been more intense this year than in previous years, Fossa said she likes to make the experience fun so people enjoy it despite the challenging workouts. “I try my best to just keep everyone excited and keep everyone’s spirits high so that we don’t fall apart,” said Fossa, who will run Division I cross country and track at UMass Amherst next year.

Carter said he also makes sure to encourage other people on the team because he knows that as a seasoned runner, many people on the team look up to him. Coleman said that Carter is the most experienced distance runner and is always leading the team by example during both practices and meets.

“Matt pushes himself in prac- tice to get better each and every day,” he said.

Coleman said that both Fossa and Carter will be extremely important to the team’s overall success this season.

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**Senior captain Holly Fossa influences her teammates on and off the track through her strong leadership and enthusiasm. She tries to ensure that everyone is enjoying the sport.**

COURTESY OF OLIVIA FORD
Captains, juniors lead girls’ lacrosse team with skill

By Paige Swanson

Although the girls’ lacrosse season is yet to play in a game, players have already shown themselves to be strong in both spirit and skill, coach Rebecca Smith said.

Senior captain Maggie Delisio said there are some very skilled underclassmen.

“For freshman Lily Athanas it’s going to be their returner, which is an important position,” she said.

Senior captain Samantha Booma said juniors Abby Lantz, Bridgid Edgerton, and Drew Charlton are all driving forces on the team.

“Lantz, Edgerton, and Charlton all have club experience, so they are really good to have on the team,” she said.

Smith said Lantz and Edgerton thrive in offensive positions, and are a big help to the offensive line as well as the entire team. As for Charlton, Smith said she is an incredible midfielder.

“She is something I’ve never seen before. Goalies literally step out of the way when she takes a shot, but she’s also such a strong driving force on our defensive end,” Smith said.

Charlton said that someone who helps her as well as Lantz and Edgerton is participating in their club lacrosse teams because that allows them to keep up their skills year round.

The girls have also been focusing on conditioning and re-familiarizing themselves with racing rules to keep up their skill.

The varsity team member, junior Clayton Booma said there are some very skilled players are on the team, including senior Cha- rlotte Rice, and a few underclassmen.

“Jackson brings a strong attitude to the team. He mixes hard work with fun, which resonates with a lot of guys on the team— he’s one of the most prominent voices on the team,” Booma said.

Rice similarly said his supportive character allows him to lead the team and be a role model.

“I try to do the right things off of the field and hope the team follows along because we all have the same goal of getting to the same place,” he said.

Rice said his teammates trust him because they know he has the team’s goals and their best interests in mind, and he will do whatever he can to help them succeed.

He also said he encourages his teammates to be ambitious and confident while remaining nice to one another.

“I try to be positive whenever I can, but I also keep it competitive so it’s not just ‘Oh everyone’s doing great,’” he said. “Let’s do our best, and let’s try to be the best we can by beating each other out every play and every rep,” Rice said.

The team participated in their first scrimmages against Landmark on Thursday, March 29. Rice said his teammates played well and up to standards.

“The scrimmages were great. All the upperclassmen we need to rely on this season looked dominant, and a few underclassmen stepped up,” Rice said.

Senior captain Ames Sheriff similarly said it was a good first glimpse at finding out who the strong players are on the team, and senior Paul Difui played well in net.

Sailing team prepares for upcoming season, attends racing seminar

By Sophie Larson

Heading into the season, the team is working on conditioning and re-familiarizing themselves with racing rules to ensure they make this season as successful as possible.

New to the team this year is coach Shannon Kilian, who was the captain and coxswain of Wellesley High School’s varsity girls’ sailing team and, during her college sailing career, earned the title of Academic All American Sailor.

Kilian utilized the time before the team was able to get on the water to build a solid basis of knowledge and physical fitness to help in later competition, she said. The team’s first regatta, the Sharon Invitational, is scheduled for April 8.

Although we have not made it out on the water yet, the team is working on getting in shape and brushing up on their racing rules in preparation for the season. I am looking forward to seeing how this will carry over on the water,” Kilian said.

The varsity team attended a team racing seminar on March 24 in Wellesley, Mass. to sharpen their skills and knowledge of the rules, she said.

During the regular seasons sailors usually fleet race meaning every boat to themselves and the first person to cross the finish wins. This makes many student sailors less familiar with the rules of team racing, which is done in high school and college sailing, varsity team member, junior Sirine Benali said.

“We decided to go to the seminar because a lot of the kids on the team are experienced fleet racers, and they haven’t had lots of team racing experience. The seminar basically went over all the rules we should know when we are team racing, how we can use the rules to our advantage, and how the rules can work against us,” she said.

Benali hopes that the knowledge of team racing gained from the seminar will allow the team to have better strategies for competitions and, if there is a situation with another team, know who is in the right and who is in the wrong in order to make more informed decisions.

There are many rules to be aware of when sailing, and the seminar allowed the team to have a better understanding of what is allowed specifically in team racing, varsity team member, junior Lena Brzezinski said.

“The seminar really explained to you how the rules actually work and how you can avoid getting in trouble. The whole varsity team was there, so it was a good reminder for the team,” she said.

Lantz said her trick for act- ing as a good leader is being competitive but at the same time keeping things fun, which is how Booma said the whole team is trying to act this season.

“We’ve been trying to make the atmosphere intense but fun at the same time so people want to be there, but they’re also improving,” she said.

SIAKOS IN TIMES SQUARE

SPORTS

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Seniors lead baseball team, help underclassmen improve skills

Captains keep the team focused, prepare them for upcoming games

By Austin Woodman-Paré
INDEPENDENT EDITOR

Senior captains Robbie Sarmanian and Jackson Levendusky encourage younger players to do their best and are leaders on the baseball team, Coach James Weed said.

“We try to make our practices more difficult than games, so when we have a game, they will seem much easier. We try to do a lot of defensive drills as well as hitting against a pitcher,” he said.

Weed also said the practices have been split up into sections. “The team is really coming together. The pitchers, outfielders, and infielders all break out into their separate sections to get stronger and learn how to work together,” he said.

Levendusky said he thinks the team is coming together despite having a lot of new players. “Everyone who is a returning player on the team looks good, and the upcoming players are also really talented,” he said.

Sarmanian said the team needs to “play hard and have a good mindset.”

“We try to get the underclassmen involved in everything that we do, so when they move up, they can feel more confident in their work,” he said.

Levendusky said their team needs to “play every game like it is [their] last because it will improve their feelings about future games. If we go into a game thinking we are going to win, we most likely will.”

Four captains help softball team move towards bright start of season

By Sirine Benali
INDEPENDENT EDITOR

Junior Belle Graves (left) leads the softball team with co-captains junior Mollenfield and seniors Taylor Reader and Kristen Harding.

The team has two junior captains, Belle Graves and Molly Field, and two senior captains, Taylor Reader and Kristen Harding.

The junior captains have been transitioning into their roles as captains on the team this year.

“We are the leaders on the team because we always let people know, be a role model, “Graves said.

The team has two junior captains, Belle Graves and Molly Field, and two senior captains, Taylor Reader and Kristen Harding.

The junior captains have been transitioning into their roles as captains on the team this year.

“Being a [captain] and [an] upperclassman too, people will look up to you and you kind of have to be a role model,” Graves said.

Harding said working with other captains has helped the team achieve its goals. “At first, I thought [working with three other captains] would be tough but we, overall, have the same idea on what we want, and we want to make the tournament this year,” Harding said.

To prepare for upcoming games and make the tournament, the team has been focusing on defense and conditioning.

“I think overall our defense needs to be put in place… Then I think it’s just a matter of us making the plays that are right there and making the fundamental plays… [Also, conditioning] makes the team mentally tougher because when you get through that final plank, or that final push, or whatever you have to do,” Sarro said.

Junior Belle Graves (left) leads the softball team with co-captains junior Molly Field and seniors Taylor Reader and Kristen Harding.

In the beginning of the season, the team played in a scrimmage against Danvers.

“We played really well against Danvers, which is usually a really hard team to beat,” Field said.

The seniors lead the team toward better performance in the 2021 season during the game, but it was a close scrimmage between both teams, Graves said.

“Once again, I think we were surprised by how we did together as a team… I’m surprised by how well the communication went,” Reader said.

The team hopes to improve communication as one of the goals this year in addition to making the tournament.

“Last year, I don’t think the team talked enough or communicated well in the field. We’re definitely focusing on that especially since we have the younger girls this year. We’re focusing on bringing everyone up and being positive with each other,” Reader said.

Four captains help softball team move towards bright start of season

By Sirine Benali
INDEPENDENT EDITOR

With established plans to improve and a promising first scrimmage, the softball team has transitioned into the season with the help of all four captains.

“The [captains] have been wonderful. I couldn’t ask for better leadership from the four of them, I feel like everything is clicking, and I have a really good vibe around this team; something feels really good,” head coach Frank Sarro said.

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Sophomores improve acting skills, star in Danvers production

By Austin Woodman-Paré
INDEPENDENT EDITOR

Sophomore Julia Kaper played Joseph, and sophomore Paige Mandia Mandia portrayed the narrator in their recent performance of “Joseph and the Amazing Technicolor Dreamcoat” at the Hogan Theater in Danvers. Mandia said the performances took place on March 24-26; she and Kaper had practices every day after school.

Kaper said she also acted in this play in 2014 in the local theater program Manchester Summerstage.

“I thought it was nice being able to act in a show I had already been in previously. It was also helpful to be with another student from Manchester. I loved being able to make new friends with people from Danvers at the same time,” she said.

Mandia also said she and Kaper had to work very hard outside of rehearsal in order to prepare for the performances.

“In order to make the best of short practices, we had to memorize lines, songs, and dance numbers outside of school and outside of practice. We had to work really hard when we were at rehearsal to make sure that the show was being put together nicely,” she said.

Mandia said it was hard at times to balance school work she had with rehearsals for the show. “We had to do our homework as soon as we could after school, during breaks in rehearsal, or we had to do it after rehearsal, which was a bit more difficult because sometimes it was really late,” she said.

Kaper said both she and Mandia wanted to continue acting and performing throughout their high school career with either the same program or through Manchester Summerstage.

Sophomore Charlotte Pick said she saw the show and thought both Mandia and Kaper did “an amazing job.”

“I have seen them in past years, so it was nice being able to see each one of them grow as actresses,” she said.

Pick also said both Kaper and Mandia are “very talented musicaly.”

“Paige’s singing is impressive, and Julia is really great at acting. This performance was a big step for both of them because they have never been leads before, so it is a really good new thing for them,” she said.

Students rehearse for school production of musical ‘The Sound of Music’

By Charlotte Pick
INDEPENDENT EDITOR

After several years of not having a school musical, the YMCA is producing ‘The Sound of Music’ with both middle and high school students this spring.

The show, directed by YMCA Theater Director Brittany Paskos, who has directed plays and musicals with the YMCA across the North Shore, will be performed at Manchester-Essex Regional High School auditorium.

Although the show mostly includes middle school students, high school freshmen Sylvie Oldeman, Greta Dickson, Heather Adams, and Bradlee Brooks are also members of the cast. Junior Molly McCarthy is a member of the staff and works as the Production Assistant.

The musical features Oldeman as Maria Rainer, Dickson as Mother Abbess, as well as Adams and Brooks in several sections of the ensemble.

Freshmen Sylvie Oldeman and Bradlee Brooks are participating in the school production of ‘The Sound of Music’ with the YMCA.

The film’s anthem “This Is Me,” which won the 2018 Grammy award for the Best Original Song, is sung by Keala Settle, who plays the bearded lady, delivers a powerful message about overcoming insecurities and bullies and embracing who you are without any shame. The lyrics such as “I am brave, I am bruised, I am who I’m meant to be, this is me,” speak to everyone who has ever felt different or like an outsider.

Although film critics are quick to point out the historic inaccuracies, such as portraying Barnum as a kind man when, in reality, he was a racist who abused his employees, the film is now breaking box offices records with sums close to $400 million worldwide.

The film has a running time of 106 minutes, and it is rated PG due to thematic elements.

The Greatest Showman

THEGREATESTSHOWMAN.COM

‘The Greatest Showman’ is based roughly off the life of P.T. Barnum who pioneered what is known today as the circus.
Students enter Endicott High School Competition, Art All-State

Artists win awards, await acceptances

By Emily Clark

Art students have met with success in a local art competition and are awaiting the results from Art-All-State. Sophomores Bridget Twomby and Naomi Frankling and senior Nell McKeon, entered the Endicott College High School Art Competition. Juniors Maggie Taraska and Haley Wolfe applied for a spot in Art All-State, which is a weekend spent at UMass Dartmouth.

Taraska and Wolfe are waiting for their application decisions, the students in the Endicott Competition received their awards already.

“I submitted a black and white photograph of my sister, and she was dressed in white in the street. I won third place at the street. I won third place at the Endicott Competition received their awards already.

all the works submitted.

“I submitted a wearable art piece which is a dress made out of oyster shells and pearls. It will be in the art show here soon,” she said.

Each school submits three pieces of all different types of media, which is why McKeon entered a wearable piece, Twomby entered a photograph, and Franklin entered a graphite drawing of a friend, art teacher Tamera Burns said. The Endicott competition, which has been hosted for seven years, includes art on display for the month of March, a reception, and an awards ceremony.

As for the Art All-State, not only did the artists have to submit their work, but they had to interview, answer a variety of questions, and write an essay. It is a weekend in early June at UMass Dartmouth where they go and spend two nights working with all of the other 144 junior artists from all over the state with a number of professional artists. They create an installation piece, where they have a huge room and completely change it with very unusual materials,” Burns said.

Students submit their art in three, one self-portrait and two pieces of choice, through the app SlideRoom, which is the app most colleges use. Wolfe entered Art All-State in order to expand her artistic knowledge.

“I don’t understand what art means for other people because it is a super personal thing for me. The more I know the better I become with my skills,” she said. Taraska agreed with the benefits of this opportunity because her art teacher Caroline Epp thought this program would be good for her to get an experience at a higher level. Burns said proud of her students.

Michael Seyer’s album ‘Bad Bonez’ teases multiple genres, delivers dreamy sound

By Sirine Benali

Michael Seyer blends together dreamy tracks and personal lyrics to create a unique genre-bending balance in his latest album, “Bad Bonez.”

Layering drum patterns, guitar, and other instruments (mostly played by Seyer himself) with emotionally charged melodies, he conjures up a very warm, mellow sound, defying traditional genres. This genre-bending is inspired by his Filipino culture and his status as an immigrant.

“I’m a big fan of genre-bending. For me, that’s something deeply rooted in what I’ve grown to do as a person who’s not of American culture,” Seyer said in an interview with Pigeons and Planes.

As for his lyrics, he layers them over his melodious tracks and freely expresses his emotion. In “Bad Bonez,” he takes a more romantic, sentimental approach to his songs and conveys his emotion. “A lot of this album is just me reacting to personal emotions. During this album process, I was trying to figure myself out after a breakup from a pretty serious relationship,” he said during the same interview.

In one of his tracks, “Lucky Love,” he sings from a sort of un-love perspective. Taking a more modern approach to falling in love, he sings, “The chances that we’ll meet and just speak... I’m just lucky this is, this is it.”

In “Bad Bonez,” Seyer takes a more narrative aspect to his songs compared to his earlier projects. His lyrics show how he intensifies his emotions and conveys them through music. “I think with this new project, I have a lot more recording experience, and I really tried to hone in on the writing. Sometimes I don’t even intend it, but the song ends up becoming a caricature of the emotion,” Seyer said in the interview.

Even though he has been garnering more support and even recognition from popular artists like Tyler the Creator, Seyer still records all of his music in his bedroom or UCLA college dorm. The music he produces is unpolished and barely mastered; however, his bedroom studio is a defining aspect of his sound. It makes his songs feel more personal with his audience and allows his to amplify his emotion more.

All of these aspects combine in “Bad Bonez” to make a calming, unique album that teases multiple genres and is worth the listen.

The Lemon Tree offers variety of fresh drinks, healthy food in comforting atmosphere

By Holly Fossa

Offering a variety of unique, signature juices, healthy smoothies, an assortment of coffee and teas, and delicious lunches, The Lemon Tree juice and smoothie bar in Ipswich has options to please every customer. Though certain items on the menu can be pricey, the juice and smoothie bar offers smoothies made with grass-fed milk and other organic ingredients to serve healthy yet delicious items.

For breakfast, customers can order steel-cut oats in three different sizes ($3.50-$5.95), topped with apples or bananas, and drizzled with honey or maple syrup for a touch of sweetness.

The Lemon Tree also has 10 different smoothies to choose from and offers a large variety of add-ins or “smoothie enhancers” for an additional cost.

“The Banana About Strawberry smoothie ($7.50) is made with bananas, strawberries, whole coconut milk, and 100% pure coconut water,” Mark Chesters, the owner said.

This light, fruity smoothie is a dairy-free, whole-food alternative to a classic strawberry banana smoothie. In their original smoothie flavors, the juice and smoothie bar has added a special “under $6” menu. The new menu offers six basic smoothies for a cheaper price, without sacrificing the flavor.

For lunch, customers can indulge in two different quinoa bowls, each offering a different variety of flavors. Their signature bowl comes in three different sizes ($5.95-$8.25). The bowl consists of quinoa topped with kale, tomatoes, feta cheese, olive oil, and spices creating a refreshing Mediterranean taste.

There are seven different juice options served at The Lemon Tree, each of which can be altered upon request, but are healthy and fresh as they are. Their signature juices include Ginger Slap, South of The Border, Cool Hand Kale, Mystical Mint, and Lemon Tree.

The Lemon Tree also has a store stocked with bags, jewelry, essential oils and other items to add to its relaxing, alternative atmosphere.

The juice and smoothie bar has multiple tables and cozy lounging areas. The Lemon Tree opens at 8 a.m. on Mondays, 7 a.m. Tuesday through Friday, and opens on Saturdays and Sundays at 9 a.m. The juice and smoothie bar closes at 4 p.m. every day of the week.