

Welcome back:
how did your first
few weeks go?
Read page 3.



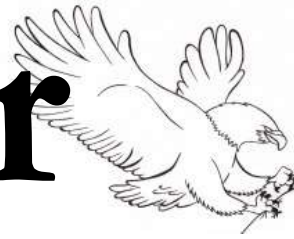
Learn how Gandhi
changed the world
as birthday occurs.
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Spending summer
with Pulitzer-Prize
winning journalists.
Read page 7.



The Eagle Flyer



October 2019
Kennedy High School
422 Highland Avenue
Waterbury, Conn. 06708
Volume XVI, Issue I

Welcoming new eagles means missing 8 who left



By Alyssa Bisram
News Editor

Only three new staff members join

Kennedy has started the 2019-2020 school year with five less staff members than last year since five have transferred, two have resigned, one has retired, and only three have been replaced by new staff Mrs. Amodeo-Titley, Ms. Kearns and Ms. Moutinho, as of September 2019.

"I'd love to have them back," said principal Mr. Johnston, referring to the staff who are no longer at Kennedy. "They were great teachers."

The eight staff members who left were art teacher Ms. Douglas, business department chair Mr. Lucian, English teacher Ms. Drewry, Spanish teacher Mr. Lopez, science teacher Mr. Awwad, history teacher Mr. Turek, guidance counselor and department chair Mr. Shocki, and special education teacher Ms. Hagley.

"There was a reduction in staff," said Johnston, since only three out of the eight teachers who left have been replaced.

Douglas was the new art teacher in room 150 who had replaced Mr. Proto early in the 2018-2019 school year when he took another teaching position outside of Waterbury.

"I believe she is at West Side (Middle School) because she got bumped by a contracted teacher and was involuntarily transferred," said main office secretary Ms. Denise Feliciano.

"Mr. Lucian's position was not replaced," said Johnston; this business teacher had formally resigned, according to Feliciano.

English teacher Drewry was involuntarily transferred to Wallace Middle School because positions had to be cut, according to Central Office.

"She did a period of student teaching in the 2017-2018 school year," said English teacher Ms. Hicock. "Then she was a teacher here for a year, which was last year (2018-2019)."

Turek, who taught social studies for three years, according to history teacher Mrs. Joyce, was also transferred and is yet to be replaced.

"I want to say he's at West Side," said Joyce.

"Drewry got a position at Wallace, and Turek is with the city as well," said Feliciano. "They still have positions; they just had to go to different schools--which is good, because they didn't lose their jobs. I miss them."

See NEW STAFF MEMBERS, page 2



Photo by N. Dames, N. Patrick/staff

TEACHER IN TRAINING Miss Smuden (above right), who is student teaching with English teacher Miss Griffin, took a break from a meeting Sept. 30, 2019.

NEW (AND NOT-SO-NEW) EAGLES

New art teacher Mrs. Amodeo-Titley (above photo) replaced Ms. Douglas. She is seen with seniors Yuliana Vasquez, Jalissa Robles and junior Jayden Blunt in her study hall in room 150 Sept. 30, 2019. Class of 2006 graduate Ms. Moutinho (near right photo) returns as a guidance counselor following Mr. Shocki's resignation. She is seen in her office Sept. 30. New Spanish teacher Ms. Kearns (far right photo), seen in room 336 during her free period fourth, took Mr. Lopez's position after his retirement.



Photos by N. Dames, N. Patrick/staff

New Math, English curriculum plus Guidance changes cause angst

By Natalie Dames
Staff Writer

Some faculty optimistic about Springboard curriculum while others note creativity lacking

No, this is not a new season of the Muppets: this is essentially Kennedy's new Springboard curriculum for math and English, which along with changes in assignments of guidance counselors, is getting mixed reviews since it was given to teachers two days before school began, Thursday, August 22, 2019.

"I feel the new English curriculum is unnecessary. I feel the teachers are being used as puppets to the book," said Jayden Blunt, a junior.

Senior Jalissa Robles echoes those same thoughts.

"I think (the Springboard curriculum) is stupid," said Robles. "I also do not believe in the change in Guidance. One guidance counselor with 300 students is very impersonal and you cannot get things done efficiently and quickly. She (Mrs. Mulligan, who was assigned all seniors) has to focus on getting us ready for college."

Guidance counselor Mr. Poulter believes the new guidance change of each counselor working with students in all the same grade will be "an adjustment."

"It's going to be an adjustment that is going to take some time getting used to," said Poulter.

The math curriculum came as a surprise to Grade 9 math teacher, Mr. Turk, who does not believe the pace prescribed in the book, which is given to each student and is consumable--or written in--is feasible.

"The pacing is not realistic: it's new to us and we are all learning by trial and error," said Turk, echoing the thoughts of many math as well as English teachers.

However, some faculty like grade 12 English teacher Mrs. Lawrence remain optimistic about the new curriculum, which contains five units for the year, detailed lesson plans, step by step instructions, and even audio/video links.

"I like it for a couple of reasons. I think it is comprehensive and each lesson builds off a previous skill that (students) learned and takes them from point A to point B," said Lawrence,

who also teaches Allied Health.

Lawrence said she also appreciates the diversity in the curriculum's texts and materials.

"The literature is from a range of different viewpoints, voices and cultures. The students respond well to it," said Lawrence.

Grade 9 English teacher Ms. Trivisano also feels optimistic about the new Springboard curriculum but said she misses her ability to select her own readings.

"With the new curriculum, I feel more organized. I do miss selecting my own texts. Although I do have to say, many of the texts in Spring-

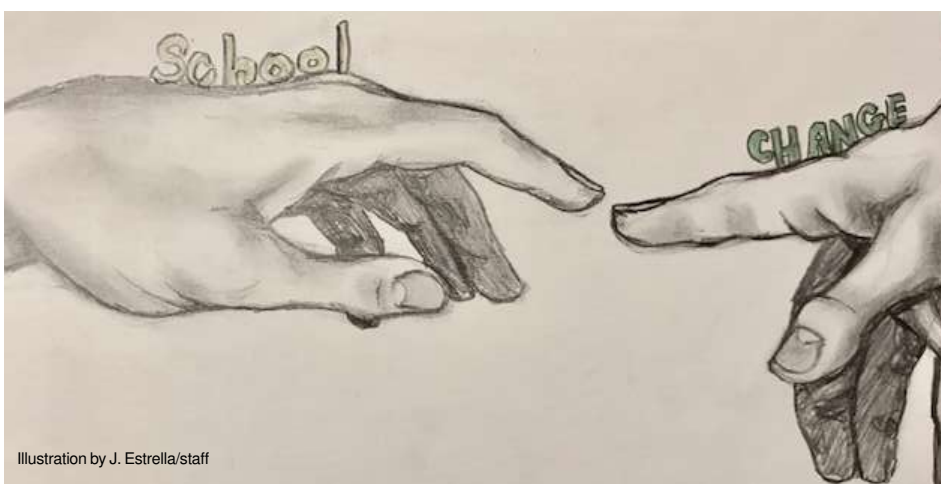


Illustration by J. Estrella/staff

Guidance Counselor assignments

Grade 9: Ms. Moutinho (272 students)
Grade 10: Dr. Mikael (313 students)
Grade 11: Mrs. Ortiz (279 students)
Grade 12: Mrs. Mulligan (303 students)
SOAR, CBT, BDLC, Allied Health:
source: Guidance records, Sept. 2019 Mr. Poulter

board are texts I already used such as (the short story) *Marigolds* and (the novella) *Mango Street*," said Trivisano

Is the new Springboard curriculum being used to right a wrong, or correct low test scores? Senior Yuliana Vasquez said she believes so.

"It's unnecessary and I feel that the Board of Education is targeting the wrong thing because a majority of students do bad on the SAT," said Vasquez.

Assistant principal Mr. McCasland who, along with all high school city administrators had to receive a day's training on the new math and English curriculum, has mixed ideas about Springboard.

"For the past couple of years math and English did not have an up-to-date curriculum so now there is something to follow," said McCasland. "My only concern is that Springboard is taking away creativity from the teachers because it is very scripted."

Corporal punishment still exists: law okays hitting students?!

By Heidi Atuaful
Staff Writer

Corporal punishment is practiced in 19 states, mostly in the south, and African American students are more likely to be disciplined with a type of physical punishment than whites, according to recent studies.

On average, 160,000 students are disciplined by corporal punishment a year, reported the National Institutes of Health (NIH) in its study of the prevalence of this discipline in 2016.

Black children in Mississippi and Alabama are at least 51 percent more likely to be corporally punished than whites; and in one fifth of the states' school districts, black children are more than five times (500 percent) more likely to be corporally punished, the NIH reported.

Corporal punishment is a discipline method in which a supervising adult purposely inflicts pain on a child in response to a child's misbehavior. In

schools where physical punishment is used, common tactics include paddling and spanking by hand or wooden stick.

In Connecticut, corporal punishment is not used as a form of discipline, but no laws prohibit its use.

Mississippi has one of the highest rates of use of corporal punishment with 32,172 disciplined with corporal punishment in the 2011-2012 school year, according to The Society of Research for Child Development.

The use of corporal punishment has come under fire in Mississippi with some school districts banning it.

Marcie Massey, a parent of two children, grew up in Mississippi and was paddled in school as a child.

"We don't do it to adults when they mess up. So why do it to children? (For) power and control," said Massey, who opposes corporal punishment.

Massey said she recalls hating the "teachers and staff members" after being paddled.

"Corporal punishment teaches (that) abuse follows mistakes, that physical violence is necessary when a

child messes up. These children and even young people are developing, learning," said Massey.

In Mississippi's Madison County school district, Gene Wright, the communications coordinator, told a local TV station that corporal punishment keeps "a disciplined classroom."

But in Homer County in Mississippi, the school district voted to remove the practice of corporal punishment in 2018. James Henderson, a former Homer County student and now superintendent, wanted to remove this discipline because he said it would "increase aggression."

In many Mississippi counties, paddling is still a preferred form of punishment by parents, teachers and even students rather than face school suspension or be withdrawn from the classroom, published reports said.

In the Supreme Court case, *Ingraham, v. Wright*, it was determined that corporal punishment in public schools could be practiced as it did not violate any laws, according to oyez.org, a free archive of U.S. laws.

With this decision, states can make

their own rules regarding physical punishment in public schools.

The ACLU is one of many organizations opposed to corporal punishment. The organization states physical punishment "erodes the trust" between educators and students while creating a "degrading school environment" that makes it hard to succeed.

On the ACLU national website, Brittany Y., a student in Mississippi, describes receiving a paddle punishment: "(The coach) hit me so hard I felt nauseous at my stomach. (Later) I looked in the mirror and I had bruises all over," wrote the middle schooler.

The American Psychological Association research reports that children learn by imitating the behavior of adults, thus "(i)f children are being physically punished in school they will learn to use physical violence in order to control a situation or behavior,"

according to the association.

The use of corporal punishment on students also has long lasting psychological effects, according to a study by Children's Hospital of Eastern Ontario in Ottawa. The study found that corporal punishment may reduce the grey matter in the brain, which is a vital part of the brain, the central nervous system and intelligence, along with learning abilities. The Children's Hospital also found that corporal punishment in schools has a link to children misbehaving more than they did before, and causes them to learn to use physical violence to control a situation or behavior.

"Talking to kids, listening to kids and show(ing) compassion for their needs and struggles...being more involved with parents, providing them with the resources they need," is better than punishment, said Massey.

**Senior Heidi Atuaful received a scholarship to attend the 2019 Connecticut Health Investigative Team's (C-HIT) summer program. This non-profit team of award-winning journalists is dedicated to producing original, responsible, in-depth journalism on issues of health and safety. Atuaful's story was originally published August 12, 2019 on c-hit.org.*

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Staff short five members after 8 leave in June 2019 English, History, Science, Business, Special Education depts. missing staff

NEW STAFF MEMBERS, from front page

Spanish teacher Lopez retired after 35 years of teaching, according to Spanish teacher Ms. Cinquegrana. Lopez was replaced by Kearns, but science teacher Awwad, who left for a technical high school teaching position, has yet to be replaced although the Guidance Office did get a replacement.

"Mr. Shocki resigned because he moved out of state and relocated his family down south to the Carolinas," said Feliciano.

He was replaced by the guidance counselor Moutinho, who graduated in 2006, she said.

Special education teacher Hagley transferred to Wilby to lead a new program.

"She left for a start-up program that she got

selected to run," said Feliciano. "It was bad for us because we miss her like crazy. I cried a little when I found out."

Hagley was a Community Based Training (CBT) teacher for students with special needs at Kennedy for six years.

"The position I applied for and was accepted to over the summer is for the Waterbury School to Work Transition Academy," said Hagley.

The program, which is housed at Wilby but is not a Wilby class, is "for students aged 19-21 who receive special education services, have completed five years of high school, and have earned all of their high school credits," said Hagley.

"We continue to look for a replacement for her," said Johnston, but Hagley does continue to

coach cross country daily from 2:30 p.m.-5 p.m.

While there has been a reduction in staff, Kennedy did hire a new Spanish teacher.

"Coming to Kennedy has been a real nice transition. The administration is very nice and supportive; the majority of the students are very hardworking and respectful, which has made the transition very easy," said Kearns, who took Lopez's position.

Likewise, new art teacher Amodeo-Titley said she enjoys her job.

"I absolutely love Kennedy. The students inspire me, they make me laugh, and hopefully I can be an inspiration to them. I'm not going anywhere," said Amodeo-Titley. "This is my last stop."



'You're priceless' retiring director of Carolyn's Place tells students

By Josephine Perez
Staff Writer

Retiring director of Carolyn's Place Ellen Cavallo visited students Friday, Sept. 13, 2019, filling room 105 with stories providing empowerment for the future of this generation.

"Nobody is to make us happy but ourselves," said Cavallo, who started off with a story: the beginning of Cavallo doing what makes her the happiest today as she prepares to retire.

Three-hour-old baby Carolyn Marie was found by Father Rousseau in a cardboard box on the front steps of St. John the Evangelist Church in Watertown, Conn. The baby was wrapped in a blue t-shirt the night of Nov. 4, 1991, prompting church members to realize a need for a pregnancy care center existed.

A year later "(w)e opened Oct. 1, 1992 ... in 1997, we were invited into Waterbury by Father Karvelis where we opened (in a former) convent and I lived there for 10 years with the girls," said Cavallo.

Unfortunately, after 10 years rent rose too high and Carolyn's Place moved from the convent to 137 Grandview Avenue in Waterbury, Conn.; however, the organization no longer provides housing.

For the past 27 years, everything they do has been and will continue to be free and confidential.

"We don't take state or federal funds, only donations... never in our 27 years have we never not had what a young girl or boy needed," said Cavallo, a registered nurse whose paycheck was not guaranteed.

The organization even has a 24/7 crisis line with 14 trained women.

"People can reach us any time of the day or night," said Cavallo.

She left students with one piece of advice: "Do yourself a favor and look in the mirror and say 'Wow, I'm priceless.'"

Text Carolyn's Place at 203-695-1252 or call 203-597-9050. The website is www.carolynsplace.net Contact this nonprofit organization if you are also interested in volunteering or completing community service.



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How was your first week of school?

By Jessinya Severino
Features Editor



"My first week of school was great. I loved it. I got to see my friends that I missed and I enjoy my classes." Janyla Weaver, sophomore



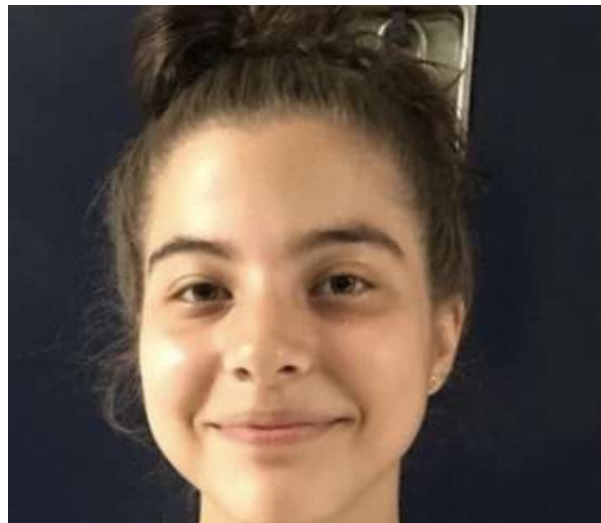
"It was pretty good and exciting since I got to see my friends and some of my favorite teachers. Also now that the play is starting I have something to do that I love." Thomas Bishop, junior



"I was nervous at first since I didn't have my friends here, but then I got closer to my classmates. I even joined the soccer team." Jashell Jones, freshman



"It was not what I imagined it to be. I was not ready for the homework, projects or waking up early again. I felt welcomed because I knew my teachers from last year. I'm hoping this year is full of positivity for everyone and myself." Darshanie Maystry, senior



"It was good. I liked all my teachers instantly, I had classes with friends, my classes weren't hard to get to and it was fun helping the freshmen find their classes." Alejandra Ruales, sophomore



"It was a nice transition into the school year. There were already things being planned and deadlines to deal with since I'm a senior, but other than that it was nice and made me look forward to what's to come." Hailee Fontanez, senior

Streaming services, Disney dominate

By Hasim Veliju
Correspondent

Is the film industry headed to its doom?

The current landscape for the film industry is heavily in favor of multimillion-dollar film franchises, adored by audiences and often helmed by Disney as they prepare to launch their streaming service for a low price of \$7 a month to compete with Netflix and others worldwide in late 2019.

"Sometimes I think it is a little too much," said senior David Rivera. "I don't just want superhero movies all the time." 2019 has been dominated by a selection of franchise films thus far, and shows no sign of stopping the trend. As Disney's *Avengers* film released April 26 smashed box office records, other studios find it difficult to match success.

"I can't remember the last movie I watched that was all original," said senior Justyn Verdejo. "Superhero movies are the most entertaining to me."

The 2010s as a whole have seen franchise films reach the greatest levels of success in the industry and with audiences. Global hits like 2015's *Jurassic World* and *Star Wars: The Force Awakens* rank as some of the highest grossing films of all time, making \$1,671,713,208 and \$2,068,223,624 respectively.

"(As a kid) I used to go to the movies for Pixar and stuff like that," said senior Demaury Francis. "But now I go if my friends want to, like with *Avengers*."

Disney's latest hit, *Avengers: Endgame*, concludes their unprecedented 22-film arc as the company eases their output of superhero films, a genre that has taken over the box office this decade. Disney's eyes are set on launching

their own streaming service titled Disney+ by November 2019, putting theater chains at risk, according to www.forbes.com, a leading business and finance news outlet. Streaming as a whole is being heavily considered the future in entertainment as Disney and Apple seek to compete with leading streaming service Netflix.

"Netflix is what I watch the most," said junior Kahliha Brown. "There is more to watch and it's better to watch at home for free."

Streaming services have shifted the direction of the entertainment industry in the 2010s with the advent of accessing a library of films and television series. At the forefront of these services is Netflix, reaching more than 137.1 million users and subscribers worldwide, according to www.businessofapps.com, a business and finance website.

"(Movie) tickets are sometimes expensive," said sophomore Edgardo Verdejo. "I'd rather have a bunch of movies to watch on my own."

The viability of streaming services is particularly put into question with the original content offered by services. Netflix has garnered more than 31 Primetime Emmy nominations and four Academy Awards for its original films and shows, according to www.comparitech.com, a site with statistics on the latest tech and finance. Taking notice of this, blockbuster hits and major franchise films are taking the shift to streaming instead of relying on theater chains, most recently the Walt Disney Corporation with its Disney+ Service.

"They're going to have a lot of stuff for Disney+," said senior Cesar Perez. "The Marvel movies are going to be TV shows there."

Disney's recent \$71.3 billion acquisition of 21st Century Fox was the final piece in compiling enough content for the service. Though criticized for having a significant percent of control over the entertainment industry, Disney is undeterred in providing content for subscribers of the service, costing far below competitors with just \$7 a month, according to a report by www.ew.com, an outlet that details news on the entertainment industry.

The rise of streaming services and dominance of franchise films posits a threat to the market share of the entertainment industry as Disney's control grows even more in a decade marketed by the company's unprecedented expansion with the acquisition of LucasFilm, Marvel and now 21st Century Fox. Streaming services and franchises are redefining the industry, with Disney severing ties with Netflix and theater chains to capitalize on its new role in the streaming market, competing with newcomers like Apple and Amazon, according to Jon Markman of www.forbes.com.

The direction of the film industry could completely change in the coming years as a battle for streaming dominance ignites in an environment already led by corporate excess of established franchises and consumer demand. Disney could revitalize the industry depending on the success of its streaming service and continuation of content from their legal properties like *Star Wars* and *Marvel* superheroes.



RESEARCHERS Students (from left to right) Ava Rivera, Joao DeSouza, Aaliyah Rivera, Alquon Barnhill, Roodley Verdiner, and Kamaria James participate in a class project by helping interview, compiling data and creating a graph representing which subjects students said were their favorites. Science and Math were chosen most often. Photo by L. Naughton/staff

Enjoying all different subjects

By Mrs. Naughton's students

Students from building substitute Mr. Rego's English classes took a classroom survey about favorite subjects. After practicing proper interview techniques with fellow students, they asked students in several study halls to answer the question, "What is your favorite subject?"

The results show that there is not just one favorite subject for all students. Students are unique and vary in their opinions.

In Mr. Rego's first period, students liked many different subjects, but Gym was their favorite. The second favorites were Music and Art. In Mr. Rego's second period class, Math was the favorite subject with Music as the second favorite.

In special education teacher Ms. Calabro's study hall class, many students liked Science and History, and a few students liked Math. In substance abuse educator's Ms. DiLorenzo's study hall class, Science was the favorite followed by Math. In special education teacher Ms. Hick's class, most students liked math. In English as Second Language teacher Mr. Pantoni's study hall, English was the most popular subject.

No two classes were the same. However, by far science and math were chosen most often when the results of all classes were compiled.

Students also conducted online research to investigate what subjects other students liked. They found that students from different places also varied in the subjects they liked. Students' research highlights the importance of having lots of options for classes because students have many interests.

Staff Editorial

Embrace new school year as best fresh start ever

As the new school year rolls into its first month, so do yearly responsibilities. Whether that was finishing summer work, or preparing for fall sports, everyone has something they need to do to be successful their first weeks of school. Specifically, juniors and seniors have the opportunity to be in the National Honors Society or be a Super Senior. Requirements for the Honors Society are to “have a cumulative GPA of 85, B, 3.0 on a 4.0 scale, or equivalent standard of excellence” along with certain community service hours and other requirements specific to your high school, according to nhs.us, the official NHS website. At Kennedy, juniors and seniors need “45 hours of community service, no disciplinary actions, and two extra curriculars,” according to Derya Demirel, a 2019 graduate and Manhattan College freshman.

To qualify for one of Kennedy’s highest honors--Super Senior--you must have “no more than 10 absences in any one school year...no more than a total of eight days tardy and/or early dismissals during four years (and) no in-house or out-of-school suspensions,” according to the Student Handbook. Upperclassmen should be introduced to these requirements now, if they haven’t been previously, to focus on them throughout the school year. Such high honors can be very valuable to a student’s experience in school. Just as Class of 2019 graduate and Clarkson University freshman Aaron Lamar said, “earning Super Senior status shows my effort and perseverance did not go unnoticed throughout my high school career.”

Summer break may have ended and the school year may have started just as quickly but it will continue to fly by, so it is important to be aware of opportunities that lie ahead. For underclassmen, you have the opportunity to work towards being eligible for a future AP or UConn class. The perfect way to start out the year is to stay on top of your game, so make the 2019-2020 school year live up to its full potential from the beginning. To freshmen: use new beginnings and fresh starts to your advantage.

Altogether, *The Eagle Flyer* newspaper is wishing everyone a warm welcome to the 2019-2020 school year, and we remind you to think about the many possibilities that lie ahead!

“You do not need to know precisely what is happening, or exactly where it is all going. What you need is to recognize the possibilities and challenges offered by the present moment, and to embrace them with courage, faith and hope.”
~ Thomas Merton, author and theologian



The Eagle Flyer

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Mahatma Gandhi: impacting lives globally

Oct. 2 marks 150th anniversary of leader’s birth

COMMENTARY

By Nirupama C. Nigam, Ph.D.
Chemistry teacher

Perhaps one of the most eminent figures in the history of India, Mohandas K. Gandhi, also known as the Mahatma, or “The Great Soul,” was the spiritual and practical founder of active non-violent resistance, a concept called Satyagraha (Truth Force). Through ‘Satyagraha,’ he was successful in gaining independence for India 15 August 1947, without bloodshed. Although he and Rabindranath Tagore, a great Indian Nobel laureate poet, had some sharp differences, the latter was the first notable contemporary to refer to the former as Mahatma. Mahatma Gandhi not only influenced the common man of India, but also many great leaders of the world.

Mahatma Gandhi’s influence on the peace movement in the United States was felt as early as the 1920s. John Haynes Holmes, a prominent Unitarian minister and reformer, and an outspoken pacifist in World War I, set forth his discovery of Mahatma Gandhi in a sermon titled “The Christ of Today,” which was widely circulated. Mahatma Gandhi’s autobiography was first published in America in the magazine *Unity*, of which Holmes was the editor. Quakers (members of the society of friends who advocate peace) were drawn to Mahatma Gandhi because of their mutual interest in the practical effect of religious experience, as well as the principled rejection of violence. Rufus Jones, noted philosopher and leader in Quaker affairs, was deeply impressed by the spiritual force of Gandhi’s personality and in later years referred to him as “the greatest person now living on our planet.”

The Rev. Martin Luther King Jr. was introduced to the life of Mahatma Gandhi in a sermon by Mordecai Johnson, president of Howard University, who had just returned from a trip to India. Rev. King Jr. came to realize that Mahatma Gandhi was the first person in history to re-invent the Christian ethic of love as a “a potent instrument for social and collective transformation.” It was a short journey thereafter to unreserved acceptance of the Gandhian technique of nonviolence as the only viable means to overcome the problems faced by his people.

“Christ gave us the goals and Mahatma Gandhi the tactics,” said King Jr., the beloved civil rights leader in the United States of America, who adopted non-violence as the weapon of choice to help millions of African Americans fight for their rights.

Prior to his becoming the President of the United States, then-Senator Barack Obama noted that, “Throughout my life, I have always looked to Mahatma Gandhi as an inspiration, because he embodies the kind of transformational change that can be made when ordinary people come together to do extraordinary things. That is why his portrait hangs in my Senate office; to remind me that real results will come not just from Washington; they will come not just from Washington; they will come from the people.”

In 2009, when Obama was visiting Wakefield High School, a ninth grader asked the would-be President: “If you could have dinner with anyone, dead or alive, who would it be?” He chuckled and answered: “Well, I think that it might be Gandhi, who is a real hero of mine.”

Nelson Mandela, the great leader of the South African people and another leader of the twentieth century’s anti-colonial struggle, often cited Mahatma Gandhi as one of his greatest teachers: “Gandhi’s ideas have played a vital role in South Africa’s transformation and with the help of Gandhi’s teaching apartheid has been overcome.”

Nobel Peace Prize winner and prominent Burmese freedom fighter Aung San Suu Kyi, while addressing students at Columbia University in New York in 2012, said Mahatma Gandhi had been one of the major influences in her life and she urged the students to read his works.

His Holiness the Dalai Lama, monk and exiled leader of the Tibetan people, has always said he is a follower of Mahatma Gandhi. Both the leaders were representatives of the idea that political change must be secondary to spiritual evolution.

“I have the greatest admiration for Mahatma Gandhi. He was a great human being with a deep understanding of human nature. His life has inspired me,” says the Dalai Lama.

As leaders of movements of justice were impacted, Mahatma Gandhi also influenced great persons from all walks of life.

Albert Einstein and Mahatma Gandhi were big admirers of each other and exchanged letters frequently. Einstein called him “a role model for the generations to come.”

He said, “I believe that Mahatma Gandhi’s views were the most enlightened of all the political men of our time.”



Former U.S. Vice President and environmentalist Al Gore acknowledges Gandhi’s influence on him, especially in his fight against global warming. He expressed that “Mahatma Gandhi’s philosophy of satyagraha can be translated to mean truth force. It is this truth force which can help us to fight this battle honestly and with people’s participation.”

American historian Will Durant spoke some of the most inspirational words about the Mahatma: “Not since Buddha has India so revered any man. Not since St. Francis of Assisi has any life known to history be so marked by gentleness, disinterestedness, simplicity of soul, and forgiveness of enemies. We have the astonishing phenomenon of a revolution led by a saint.”

Film director and producer Lord Richard Attenborough’s film *Gandhi* swept the Oscars in 1983. Speaking of his inspiration, Lord Attenborough said, “When asked about what attribute he most admired in human nature, Mahatma Gandhi replied simply and immediately ‘courage.’ ‘Nonviolence,’ he said, ‘is not to be used ever as the shield of the coward. It is the weapon of the brave.’”

With the same courage, without any security, Gandhi attended the prayer meeting 30 January 1948 to face his assassin.

Famous Jewish-American journalist Louis Fischer who wrote *The Life of Mahatma Gandhi*, inspiration for Lord Attenborough’s award-winning film *Gandhi*, said of Gandhi’s assassination, “Just an old man in a loin cloth in distant India. Yet when he died, humanity wept.”

Noted American writer and novelist, Pearl S. Buck, had this to say after the assassination of Mahatma Gandhi: “Mahatma Gandhi was right. We all knew he was right. The man who killed him knew he was right. However long the follies of the violent continue, they but prove that Gandhi was right. ‘Resist to the very end,’ he said, ‘but without violence.’ Of violence the world is sick. Oh, India, dare to be worthy of your Gandhi.”

And finally, no one of course could say it better than Nobel-prize-winning Irish playwright George Bernard Shaw: “Impressions of Gandhi? You might well ask for someone’s impressions of the Himalayas.”

The life of Mahatma Gandhi had such a great impression on the world that hundreds of books have been written about his impact on humanity. His words and actions made India independent, and influenced many other movements with his nonviolent tactics against sociopolitical conflicts.

As India gears up to celebrate Mahatma Gandhi’s 150th birth anniversary Oct. 2, 2019, a campaign is aiming to mobilize more than a million change ideas from youngsters inspired by his change mantra, “Be the change that you wish to see in the world.” This article is a tiny attempt to pay homage to the world influencer Mahatma Gandhi.

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Field stays packed with 20 Democrats for President: who's leading?

By Danny Ruiz
Managing Editor

Plenty of candidates, ideas exist: what's next for top contenders: Biden, Sanders, Warren?

How packed really is the Democratic bid for president?

It wasn't too long ago that Julian Castro, the former HUD (Department of Housing and Urban Development) secretary under Obama's administration, announced his bid for the 2020 Democratic presidential nomination, being the first to do so.

Since then, more than 20 Democrats have announced their intentions to run for the Office of President including recognizable faces such as Bernie Sanders, a former candidate for president, and Joe Biden, former President Obama's vice president. As a result, the Democratic stage is full to the brim with candidates and ideas.

"The 2020 Democratic nominating contest is well underway, with 20 Democrats who have thrown their hat into the ring," according to www.cnn.com, an American news-based organization.

There were previously more Democratic candidates for president until Sen. Kirsten Gillibrand, Rep. Seth Moulton, Gov. Jay Inslee, Gov. John Hickenlooper, Rep. Eric Swallow, and former congressional candidate Richard Ojeda left the race.

Biden is polling at 33 percent among Democratic voters with Sanders trailing behind with 20 percent and Sen. Elizabeth Warren at 15 percent as the top three candidates, according to www.politico.com an opinion-based political magazine with "non-partisan journalism."

Each of the top Democratic candidates have distinct ideas and policies for America if they are elected president.

"In particular, Biden contemplated a \$15 minimum wage proposal, higher taxes on investment income, no tuition for students at public colleges and universities, and a major infrastructure overhaul," according to www.cnn.com, a world leader in business news and real-time financial market coverage.

On the other hand, Sanders's ideas vary completely even if he may share similar policies with Biden.

"Sanders will run for president proposing to enact a 'Medicare-for-all' health care system, stave off catastrophic climate change through a 'Green New Deal' and other climate measures, and implement a \$15-an-hour minimum wage for

all American workers, according to aides to the senator," according to www.washingtonpost.com, the newspaper's website.

Last on the list of top contenders for the Democratic nomination is Warren.

"Warren has set herself apart with a series of sweeping proposals that would significantly remake the American economy, covering everything from tax policy to student debt relief and offering a detailed portrait of what her presidency might look like," according to www.nytimes.com, the newspaper's website.

Remaining Democratic contenders have either dropped out of the race, rank too low in the polls to pose a relevant threat to the top three contenders, or have done little to distinguish themselves from the crowd. Most importantly, most won't be participating in the third primary.

"Candidates must have at least two percent support in four qualifying national or early-state polls released after the first debate June 26-27 through two weeks before the third debate Sept. 12-13 and 130,000 unique donors (including at least 400 individual donors in at least 20 states)," according to www.pjmedia.com, a site featuring current political news and analysis.

As you can see the qualifications are demanding, which would explain why some can-

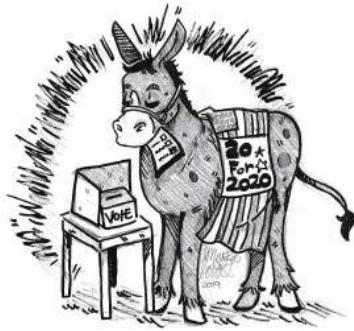
didates still in the race do not qualify. But, nonetheless, the third Democratic debate took place Sept. 12 from 8 p.m. to 11 p.m. on a Thursday night,

moderated by ABC.

Lastly, candidates like Kamala Harris, who stands at 8 percent, as well as candidate Beto O'Rourke, who has held

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a steady 3 percent in the polls, stand a chance of making the debate stage, according to www.politico.com.



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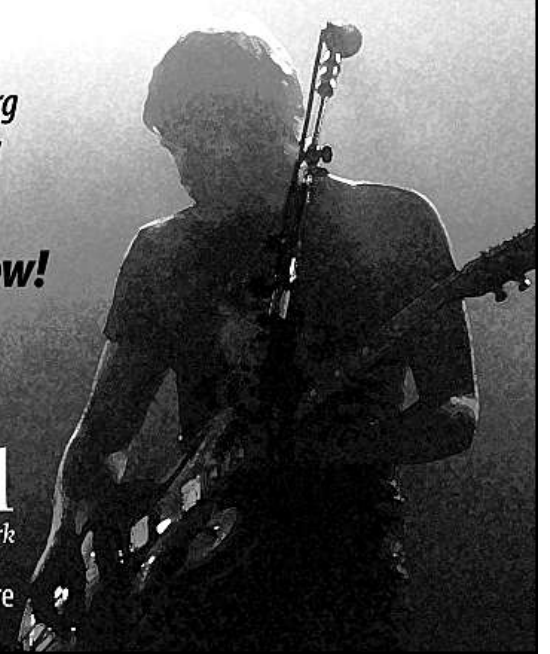
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Remembering 6 million lives lost: field trip studies Holocaust

By Alyssa Bisram
News Editor

Students hear from second-generation survivors, learn of survivors who came to Connecticut

"I didn't go through the Holocaust," said Jeff Israel, a second generation survivor of the Holocaust. "The Holocaust went through me."

History teacher Mrs. Joyce and English teacher Mrs. Sullivan took their SOAR freshmen on a field trip to the Museum of Jewish Civilization located inside the Mortensen Library in the Harry Jack Gray Center at the University of Hartford in West Hartford, Conn. which they had been planning since before spring break, to connect the Holocaust unit they studied in class with local history Thursday, May 23, 2019.

"The Museum is a teaching museum, and its primary goal is to tell the story of Jewish civilization for the general and academic communities of Connecticut," according to www.hartford.edu, the official site of the University of Hartford. "This goal is achieved through exhibitions coordinated with lectures and coursework in the extensive Judaic offerings of the Maurice Greenberg Center for Judaic Studies at the University of Hartford."

At least 21 students had to hand in their signed permission slips by May 8 in order for the field trip to take place, according to Joyce. All 33 SOAR freshmen submitted slips.

"In the past, we've been to the Holocaust Museum in New York City," said Joyce, who opted for the one in West Hartford this year because

of the "rushed, guided tours" at the Holocaust Museum in NYC. "This is the first time we're going to this one."

Joyce and Sullivan wanted their students to be able to take their time and learn from the experience, especially after they "had an entire literary unit on the Holocaust and *The Boy Who Dared*," said Joyce.

In Sullivan's second period English 9 SOAR class, students read *Night* by Elie Wiesel in the beginning of the 2018-2019 school year.

"I hope today's field trip ties the whole unit together," said Sullivan on the morning of the trip. "We spent a significant amount of time on Holocaust literature."

In March 2019, Joyce and Sullivan combined their period one World History SOAR and period 2 English 9 SOAR classes for a daily two-period class that covered the Holocaust in a literary unit that lasted until spring break. Students also read *The Boy Who Dared* by Susan Campbell Bartoletti.

"I hope students take away the idea that even events that take place around the world affect their own community," said Joyce, since approximately 500 Holocaust survivors came to Connecticut.

The bus left at approximately 8:15 a.m. and arrived at the University of Hartford about an hour later.

"We're here on this trip to learn more about Jewish civilization and to learn how it affected (the) Jewish throughout history," said freshman Damien Josephson.

At the museum, the students were split into two groups. One went with Kimberly Ballaro, HERO Center Director to see the Hartford Remembers the Holocaust exhibition, which were "Stories of Hartford Holocaust Survivors, Multi-media presentations, photos, and artifacts."

In this exhibition, students saw an introductory video titled "Remember," after which they discussed and answered questions in packets that Ballaro had passed out.

"We pretty much knew most of the information said there," said fresh-

men Jania Nieves, but the field trip made it "more real."

Students then had the opportunity to walk around and read the profiles of six Holocaust survivors who came to Connecticut: Abraham 'Abby' Weiner, Leon Chameides, Ruth Lazowski, Rabbi Philip Lazowski, Ruth 'Tutti' Fishman, and Margot Jeremias.

"Learning about people who had experienced and went through the Holocaust really showed me that it was a terrible time," said Siya Patel. "It gave me a deeper understanding of history."

The exhibit put "six faces to the six million Jews who died in the six years from 1939 to 1945. They wanted to be remembered as individuals, not an erased people," said Ballaro.

According to Ballaro, whose job is to bring groups of students to the HERO center, most people between the ages of 13 and 26 could not name one concentration camp. Kennedy's SOAR freshmen were able to name Auschwitz and Birkenau.

"You are ahead of most students in the United States," said Ballaro. "Your teachers are doing a really great job."

"I would like students to recognize that six million Jews actually means six million individuals," said Ballaro. "Hatred really has no place in our society today. Persecution for one's religion or race is not worth it. We have to be kind to one another."

The second group stayed with Israel, who told his story as a second generation Holocaust survivor. Both of his parents were survivors of the Holocaust, but Israel didn't know that until he was "our age."

Both of his grandfathers fought for Germany in WWII and both were decorated with the Iron Cross, a former military decoration.

"You would think that if you fought for your country, they wouldn't do this to you," said Israel.

His maternal grandfather had a store but everything was damaged on Kristallnacht, the Night of the Broken Glass.



TRIP TO REMEMBER SOAR freshmen in Mrs. Joyce's History class and Mrs. Sullivan's English class toured the Museum of Jewish Civilization located inside the Mortensen Library in the Harry Jack Gray Center at the University of Hartford in West Hartford, Conn., learning among other facts, that about 500 Holocaust survivors came to Connecticut. Photo by A. Bisram/staff

His mother was 10 at the time, but "she remembers all of these things like they happened last week," said Israel.

His maternal grandmother eventually got the paperwork they needed to leave the country. Israel's father was "taken to Auschwitz. He didn't talk about his experience that much, so his story is harder to tell," said Israel.

His paternal grandmother died three weeks before Auschwitz was liberated Jan. 27, 1945.

"I want each student to take away a little piece of history they could relate to. You don't have to be Jewish or have lived through the Holocaust," said Israel, but the point is that "things are being said that shouldn't be said, and people are being singled out who shouldn't be singled out."

After each group took turns listen-

ing to the two speakers and seeing all the exhibitions, they were shown a presentation and they completed an 'Identity and Empathy' activity.

Before the students left, Ballaro stressed one last point about why the Holocaust was able to take place.

"Hurtful words and small, hurtful actions went unchecked," said Ballaro.

On the bus ride back to Kennedy, several students revealed their thoughts about how the field trip impacted what they had learned.

"I learned the Holocaust survivors have very interesting stories to tell, and that they are very resilient people," said Kenneth Nieves. "This made me respect the survivors even more than I did."

"I learned a lot about the true devastation of it all, something that doesn't come from just reading about it, but actually hearing it being told," said Grace Serro. "My knowledge of the Holocaust feels way more personal now."

"My favorite part was when we talked about different identities and how it affects us, and how unique we all are," said Janyla Weaver. "We went deeper into how their identities were stolen, which I hadn't realized until we came to the museum and heard these people's stories--like Leon's."

According to the students' similar responses about how the trip contributed to their previous conceptions, Joyce and Sullivan had accomplished their goal for putting the trip together.

"If we don't study history and past mistakes, then we are doomed to repeat them," said Sullivan. "We learn life lessons from the past."



MEMORABLE MOMENTS SOAR freshmen in Mrs. Joyce's History class and Mrs. Sullivan's English class visited the Maurice Greenberg Center for Judaic Centers in West Hartford (above and far left) in May 2019 to learn stories of Holocaust survivors (middle photo) as well as more about the 500 survivors who settled in Connecticut. Photos by A. Bisram/staff

Food, fun, memories: plan to visit Big E in 2020

By Vivian Bunker
Commentary Page Editor

Big E and me. As soon as you walk through the grand metal gate, Gate 4 to be exact, the mixture of fluffy powder-topped fried dough and the variety of healthy animal fur brings a sensation to your soul.

Personally, the first attraction I bolt toward is the Avenue of States. First is Rhode Island, then Massachusetts, Maine, Connecticut, Vermont, and New Hampshire (all the New England states). Walking into one transports

you into a mini village representing what that state is all about. By the Avenue's end, after stealing a whiff of every food imaginable, getting some food into your system is necessary to function.

My father and I favor the sirloin steak tips mixed with savory grilled onions, flavorful mushrooms and garlic mashed potatoes. Food and a show? Nothing beats the horse competitions held in the massive arena. After more than three years, picking which horse(s) wins has become a tradition for my father and I. We have had so much practice we can spot the

winners as soon as they trot in.

Along with equestrian masters, you also have the craft building filled with the eye-magnet creations--it makes you want to learn the skills yourself. As the crafts are catching your eyes, the plentiful knick-knacks are irresistible. Picture warehouses of little snacks, tools, home amenities, and anything else you'd want--but don't need--filling warehouses. Walking through them is deadly to your pockets if you don't control your tunnel vision.

All of this--and more (much much more)--can be found at the Eastern States Exposition, also

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known as the Big E. Sunday Sept. 29 was its last day of operation after two weeks.

Around 5 p.m., a Mardi-Gras theme parade is held with all-you-can-catch bead necklaces. I have caught so many, if I collected them from the random spots in my room the past few years, they would weigh my neck down! Past years, cheap bead necklaces were relics to remember the amazing time, but this year it was a tie-dye shirt. There is more than expected hidden in every corner of the 175-acre lot.

According to the Big E



PLAN AHEAD FOR FUN Horse competitions in one of the massive arenas, as seen above, are some of the interesting sights (not to mention lots and lots of food, rides and crafts) at the Big E fair in West Springfield, Mass. Photo by V. Bunker/staff

website, "1,629,527 guests" visited The Big E in 2019, marking an all-time attendance record. Maybe next year you will be included in that group

of 1,629,527 people. Mark your calendars for Friday, Sept. 18 through Sunday, Oct. 4, 2020, which is when it will return! Until then, Big E.

UConn athletic teams exceed NCAA academic requirements

By Britney Barton
Staff Writer

The University of Connecticut's football and men's basketball and women's basketball teams are among many teams at the university that have performed above the required NCAA Academic Progress Rate (APR).

The football and men's basketball teams both have improved their APR scores in recent years. The women's team has repeatedly scored well off the court while also winning national championships.

The men's basketball team earned an NCAA Public Recognition Award for posting a perfect 1,000 single year APR score in the 2017-2018 year, *UConn Today* reported. The football team has had a steady improvement in the last five years in its multi-year APR score, starting at 960 in 2013-2014 and increasing to 981 for 2017-2018, according to *The New Haven Register*.

Women's basketball has been scoring between 982 and 990 constantly for the past five years.

Dom Amore, who covers the men's basketball team for the *Hartford Courant*, has seen changes at UConn since the team was sanctioned in 2013 for low scores.

"They really took time to under-

stand the APR score and how it is calculated, which they weren't doing before," he said. "They took advantage of the support and getting the bonus points to boost their APR."

Amore said UConn's athletic department has placed a higher emphasis on academics in recent years.

"We've seen progress, and we've seen improvement in academics so much that slowly, that negative image of these programs are changing," he said.

Ellen Tripp, who is a director of the Student-Athlete Success Program at UConn, said everyone is responsible for the APR score, including students, staff members and coaches.

"We have a holistic view and philosophy with our students so we are not just looking at them as a one-dimension student," Tripp said.

It has become necessary to keep student-athletes on task, and counselors understand the support every athlete needs, Tripp said.

She said a system is in place at UConn to ensure student-athletes are getting academic support they need. The system includes regular communication with the athletes' professors.

"When I get student-athletes in my class, I get emails from the athletic

offices asking for progress reports, how the students are performing and informing me on their schedule," said Marie K. Shanahan, an associate professor of journalism at UConn.

The NCAA established the APR in the early 2000s to hold universities accountable for student-athletes' academic progress.

All Division I teams are required to maintain an APR of 930. If a team fails to reach this mark, it can be subject to post-season penalties.

UConn's men's basketball team was punished in 2013 by the NCAA for a low APR.

"After they were banned from postseason play in 2013 or as that ban was becoming a reality, they really sought to beef up their academic support system," Amore said.

Although penalties may seem harsh to some players and coaches, the NCAA says they are needed to ensure student-athletes are graduating.

"The NCAA members put the 930 requirement in place for participation in championships because that benchmark predicts a fifty-percent graduation rate for that team," Michelle Brutlag Hosick, associate director of public relations for the NCAA, said



WHAT SUMMER VACATION? Seniors Heidi Atuaful (far left) and Britney Barton (far right) received full scholarships to attend the Connecticut Health Investigative Team's (C-HIT) summer journalism program. They are pictured with, second from the left, C-HIT editor Lynne DeLucia, who is a Pulitzer Prize-winning former assistant managing editor of the *Hartford Courant*; Kate Farrish, a 30-year journalist in Connecticut who spent 23 years at the *Hartford Courant*, and Bonnie Phillips, a former *Hartford Courant* editor and member of the 1999 breaking news Pulitzer Prize-winning team.

Photo compiled by H. Atuaful/staff

in an email. "Members believe that teams should be successful in the classroom as well as on the field in order to participate in NCAA championships."

**Senior Britney Barton received a scholarship to attend the 2019 Connecticut Health Investigative Team's (C-HIT) summer program. This non-profit team of award-winning journalists is dedicated to producing original, responsible, in-depth journalism on issues of health and safety. Barton's story was originally published August 12, 2019 on c-hit.org.*

Learn from top ten in Class of 2019 who share secrets of success

By Quincy Grant
Staff Writer

Every single assignment leading up to graduation matters more than you'd think.

2019 seniors Allison Rivera, Brian Portela, Susana Mejia, William Mahony, Risper Githinji, Kaitlyn Giron, Edgar Yezpe, Caroline Useda, Alyssa Ahrens, and Madison Sargeant were named the top ten of the class of 2019 respectively, after putting in large amounts of effort all four years of high school with the support of friends, family and staff.

"I had to study, hard. Did all my work, never missed an assignment, stayed up a lot of late nights," said Allison Rivera, valedictorian.

Rivera explains the sacrifices she's made to obtain the highest spot in her class and the hardships that came with it.

"Just the lack of sleep and the stress really made it difficult for me," said Rivera.

"I know Allison very well, I've known her for the past four years," said teacher of the Talented and Gifted, Mr. Clark. "She has a very steadfast nature and she knows what she wants."

Rivera will be attending the University of Connecticut in Storrs to study pre-pharmacy.

"I'm proud of myself, it feels nice," said Brian Portela, the salutatorian of his class.

Portela similarly focuses on every assignment to get the most out of his academic career.

"I'm not surprised, he's bright and he's got quite a good work ethic," said Mrs. Wright, SOAR biology teacher Portela's freshman year.

Portela's personality is an important attribute to his character, as noted by Wright.

"He's definitely personable," said Wright.

He will attend the University of Connecticut in Storrs this fall to study Engineering.

"Despite just taking a lot of AP (classes) you have to actually put in the time and study a lot," said Susana Mejia, ranked third in her class.

The journey to top ten isn't an easy one, but after obtaining that recognition, there is definitely a point of satisfaction.

"It definitely makes you feel like everything you've worked for and everything you've done was worth it," said Mejia.

The work Mejia has put in is clear to those who met her.

"I think she is brilliant, she is very versatile," said Italian teacher Dr. Sagnella, who worked with Mejia for the past two years. "When I got to know her and I was able to discern how capable she was of conquering another language, I knew she could do it."

Mejia will be attending the University of Connecticut in Storrs to study Chemistry.

"Being in the SOAR program is what really pushed us but I wouldn't say it was super challenging," said William Mahony, ranked fourth.

Motivation and his family were big factors in Mahony's successes throughout his high school career.

"My parents pushing me helped," said Mahony. "Because without the support I wouldn't have any real motivation."

Mahony also finds support through teachers like Mr. Flaherty, who helped in math.

"He always seems to grasp topics quickly," said Flaherty via e-mail. "I wish Will well in his future and know that he will be a success."

Mahony will be attending the Florida Institute of Technology this fall to study Aerospace Engineering

"Time management was the biggest thing and I feel like that's what I got out of it the most," said Risper Githinji, ranked fifth in her class.

Many students find it difficult to balance other activities with academics but it has proven to be worth it in Githinji's career.

"I've worked with Risper for about three years (as her coach)," said special education teacher and cross country coach Ms. Hagley. "She is so sweet and kind, puts others before herself and never complains."

Githinji will be attending Southern Connecticut State University to study Biology.

"It feels cool to be in the top ten," said Kaitlyn Giron, ranked sixth. "I didn't think I'd stay there all four years but I guess I

made it."

Giron describes the process as natural but still having to put in the time and effort.

"I've always been someone who's been good at school so I really just stay focused in my classes," she said.

Giron's accomplishments are prevalent throughout her entire schedule.

"Often students have a subject or two they like and are only really enthusiastic and focused on," said Ms. Deveau, math teacher, via e-mail. "Kaitlyn puts her full effort into everything she does and is truly a well-rounded student."

Giron will attend the University of Connecticut at Storrs to study Biological Sciences.

"It feels special being in (the) top ten mainly because of all the work and effort I put in to being in it," said Edgar Yezpe, ranked seventh.

He notes his weaknesses and how that has challenged him throughout high school.

"I really suck at history classes so I really feel like that was a struggle," said Yezpe.

While focusing on what might have hurt him, others focus on his more prevailing optimistic qualities.

"He has the maturity of an adult," said soccer coach and Italian teacher Mr. Likorama. "I was really happy and blessed to have him in class and on the team for a long time and (I'm) really happy he's going to a good college."



AWARDS NIGHT

The top ten ranked seniors in the Class of 2019, seen in June, are (from left to right) Valedictorian Allison Rivera, Salutatorian Brian Portela, Susana Mejia, William Mahony, Risper Githinji, Kaitlyn Giron, Edgar Yezpe, Caroline Useda, and Madison Sargeant. Alyssa Ahrens, ranked ninth, is missing from photo.

Photo compiled by Q.Grants/staff




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Gearing up for fall sports: six teams prepare for season

By Jazmin Estrella
Sports Editor

Fall brings everyone the best of things: pies, colorful leaves and exciting school sports games!

Girls' volleyball, football, boys' soccer, cheerleading, cross

country, and girls' swim team members are working hard to play hard. Practices for various sports are taking place at Kennedy after school plus during weekends, and teams are sparing no time with the approaching fall sports season.

Swimmers seek coach

By Jazmin Estrella
Sports Editor

COMMENTARY

The varsity girls' swim team was left perplexed when early on in their 2019 season they come to discover they are coachless: former swim coach and science teacher Mr. Walker opted out of the position to devote time to the beautiful baby girl he and his wife had last October.

"Basically I have three kids at home now. It was infinitely more work than I was expecting," said Walker.

Along with not having a coach, the team was short of participants.

"No one's showing up. We have way less members than what we want," said junior and team manager, Brandon Walters.

Once the season began and former members noticed they had fewer numbers, it came as a bit of a shock.

"Where do I start...well we've gotten three girls. But it's still not set in stone per say," said senior and swim team member Kristen Feliciano.

How many members does a swim team need?

"You need at least four to make a team, but to be competitive you're gonna need a lot more than that," said Mr. Poulter, a guidance counselor at Kennedy who has coached teams at North End Middle School and Wilby High School, as well as swam himself in high school.

Despite a rocky start, the situation is looking better.

"We currently have seven girls. I've been recruiting members," said Walters.

There was also another addition to the team.

"The coach is different now: Alex Polaco (a Kennedy graduate and swimmer)," said Walters.

If you or anyone you know is interested in swimming, don't hesitate to stop by their practice after school in the pool.

"At our practices we learn how to coordinate as a team and motivate each other, which definitely shows when we're against other schools," said Emmanuel Yankson, a junior and soccer team member.

Due to the fact the seniors from the previous year graduate and leave their positions empty, sports teams are tasked with finding more of a certain position in order to strengthen their play.

"I'm pretty excited for the upcoming season and my positions aren't too bad. I do wish we had bigger and more line-men. They're on the line, on offense they block for the quarterback until he can execute the play and on defense they try to break through and disrupt the play. It will improve our ability to win because it would

be harder for other teams to break through our offensive line which would allow us to gain more yards quicker. But what are you going to do, right?" said Reis Muccino, a sophomore and football team member.

Some team members have personal goals for their upcoming sports season.

"I want to do more fun cheers because we have some but I want more; I also want to learn how to tumble," said Genesis Santiago, a junior and cheer team member.

Aside from how they will perform, players said they look forward to the little moments.

"I look forward to the fun practices, being back together with my team, increasing our bond with everyone on the court and off the court, excited for the games obviously, all the

students coming to support us and show us some love and I'm also looking forward to building new friendships with some incoming freshmen who plan on trying out or joining! I would say to freshmen interested in joining, focus, let loose a little, be loud on the court because that's how you get noticed, don't be afraid to help others or take tips from anyone else. And obviously, to have fun," said Alejandra Ruales, a sophomore and volleyball team member.

Sports aren't all fun and games; they have their difficult moments.

"The hardest part is when we do hard things like doing hills, running up and down them multiple times with no stopping, or doing three mile runs. I literally get through it by pushing myself and trying my best," said

Katherine Guardado, a sophomore and cross country team member.

Once you are apart of something, whether it is something as big as a team or as small as a group project, there's always something to learn and take away from it.

"I took away the fact I have to start off strong with my academics in order to keep playing and starting off the school year right going to practice while everyone goes home shows that you are one of the leaders of the school. I would recommend to join a fall sport to anyone thinking about it, no matter the grade because it opens up your mind and the best sports play in the fall as well," said Marquise Blagmon, alumni and former football captain.

Games, meets, events: get results

By Jazmin Estrella, Natalie Dames
Sports Editor, Staff Writer

COMMENTARY

Kennedy's football team took home their first win of the season when they played against Sacred Heart Saturday, Sept. 14, 2019, winning 18-14. Although the team played well, Seymour won the next game Saturday Sept. 21, 12-43. Sept. 27 the team played Wilby to a score of 16-32 and Oct. 5 they played Waterbury Career Academy (WCA) and lost 6-33, according to the ciac state results online.

The volleyball team dominated at their first home game against WCA Thursday, Sept. 19. Their game against Woodland Friday, Sept. 20 was not a game to be missed; both the crowd and the teams were fired up! It was a close call but the Kennedy girls let a few points slip by them, with a final score of 3-1. Since then, the team is 9-2.

Boys' soccer beat Wolcott 6-1 Sept. 16 but as of Oct. 4 has a 1-6 record.

Be sure to listen to daily announcements, as well as the school's Facebook and websites, for more detailed sports information.



B&Z MANAGEMENT GROUP

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