



BROWN & GOLD

Haverhill High School

May 2022



Croft's Corner

The annual **Hillie Bowl** took place on April 28. The powder puff football game pits the junior girls against the senior girls for a semi-competitive match once a year. This time, the seniors demolished the juniors with a final score of 39-18.

Advanced Placement tests were conducted over the first two weeks of May. As a form of mercy, AP students were excused from their classes on the days of their tests and permitted to go home when their exams were finished. Scores will be released by the College Board later this year.

The **Spring Fling**, a fundraiser dance, took place and was separated into two parts. One dance on April 29 for juniors and seniors and the other took place on May 6 for freshmen and sophomores. Much like spring in New England, both the dances were cold and mostly barren.

Sophomores took the **Math MCAS** on Tuesday and Wednesday, May 17-18. All other students had a delayed start.

The **HHS Spring Concert** took place on May 12 at 6pm at the Haverhill High auditorium. It featured songs from both the band and the chorus.

The final **Coffee House** of the year happened on May 18. As the weather finally decided to cooperate, the performances took place in the K-wing courtyard.

The **HHS MC-JROTC Raider** team came in 1st place at the Raider Competition on May 7. They beat 11 other teams.

Junior Social will take place on May 20 at Black Swan Golf Club in Georgetown from 7pm-11pm. Tickets were \$80 and had to be paid for in advance.

Seniors have less than a week of mandated schooling left, and let's just say they're ready.

Here is the **senior schedule** of events:

Thursday, May 19:
Class trip: Red Sox game.

Wednesday, May 25:
Senior signout and last day of classes.

Thursday, May 26:
Day: Senior Chapel practice. Evening: Night of the Stars.

Friday, May 27:
Senior Chapel.

Wednesday, June 1:
Prom at Atkinson Country Club

Thursday, June 2:
Day: graduation practice and senior class cookout. Evening: Senior Coffee House and hypnotist at Trinity Stadium.

Friday, June 3:
Graduation.

*Saturday is the rain date.

High school receives 10k grant

Money from DESE goes toward creating safe and supportive schools

By Max Popoloski

HAVERHILL— An injection of state grant money is being used to better assure Haverhill High School is a safe haven for learning.

The Massachusetts Department of Elementary and Secondary Education (DESE) recently granted Haverhill High School \$10,000 as part of its Safe and Supportive Schools initiative.

The grant was spearheaded by the Violence Intervention Program (VIP) and HHS alum, Chelsea Daigle, in collaboration

with the high school administration. The \$10,000 Safe and Supportive Schools grant was granted to cover the first year of a two-year initiative and is the first of two installments.

According to DESE, the Safe and Supportive Schools Initiative has an essential foundational framework. The essential elements of the initiative include support for all students, a deepened understanding of the students and school, advance equity, exemplifying cultural responsiveness, and to reflect and

adapt.

To determine how best to utilize the funds to exact real change for the better throughout the high school, HHS has formed the Safe and Supportive Schools Committee, composed of teachers, current and former students, administrators, and other high school stakeholders and leaders.

Principal Jason Meland, a member of the Safe and Supportive Schools Committee, explained how the grant will work.

Meland said that the first year will involve self-reflection in terms of where the school currently stands. Then, data collected from that self-reflection will be analyzed, and then the areas which are deemed as "priority" will have action plans generated for them in regards to adding support to the school. When this is all done, the school submits the action plan to DESE with a request for the funds necessary to act on this plan the following year.

According to Principal Meland the first year re-

quires gathering as much feedback, particularly from students, as possible and then analyzing that data.

"The goal is to solicit as much input as we can from our community as we complete the self-reflection and analysis so that when we turn to action planning," he said. "We create the action plan for the inclusion of the school body. In community engagement surveys, various surveys will go out that will help provide input for

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Head of the class



The Quinlan family from left to right: Tim Quinlan and the three Quinlan valedictorians Katelyn, '19, Carli, '22, and Stephany, '83.

Class of 2022 valedictorian, Carli Quinlan, credits family, sports, community

By Julia Rodgers

HAVERHILL— When searching for the motivation for academic success, Carli Quinlan, the valedictorian for the class of 2022, doesn't have to look far. After all, being named valedictorian is part of an impressive family legacy.

Quinlan follows in the footsteps of several valedictorians in her immediate family: her mother, Stephany Quinlan, class of 1983; her aunt Susan Schatamacchia, class of 1977; her aunt Sandi Schatamacchia, class of 1978; and her sister, Katelyn Quinlan, class of 2019.

When asked if she ever

felt any added pressure to follow in her mother's and sister's footsteps, Quinlan answered that it did create "some pretty big shoes to fill."

"My mom always puts a lot of pressure on me to do my best and get good grades, which I'm thankful for because it motivates me," she said. "It is more positive reinforcement and encouragement, which I am grateful for. I couldn't have gotten to where I am if I wasn't so motivated."

In a class of roughly 400 students, graduating first in the class is no easy feat, although Quinlan makes it

seem that way.

Quinlan is a well-balanced and high-achieving scholar-athlete in all respects Quinlan has taken seven Advanced Placement courses, is a member of Classical Academy and has managed to achieve a cumulative unweighted GPA of 3.98.

"I enjoy school more when it's challenging," Quinlan said. "I prefer to learn more information that I know will help me in the future."

Quinlan noted that her greatest support has been her family, who, along with always pushing her to do

her best, have also been a resource when tackling some of her most difficult class work.

"If I didn't understand something, my parents would sit down and even read the textbooks themselves to try and help me figure out the work," she said.

Quinlan also said that being a member of Haverhill High's Classical Academy, and the peer support it provides, has helped her find success as well.

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Hillie grads pursuing many paths

Hillie seniors taking advantage of variety of post-secondary options

By Alexa Gaiero

HAVERHILL— With just over a month of school left for Haverhill High School seniors, time for preparing for the future is quickly coming to a close.

While many students embark upon the most common path and enroll in a four-year college, there are many other promising options that can lead to lasting success, such as two-year colleges and professional certification programs, beginning a career, entering the military, or even taking a gap year.

As is the case at Haverhill High, four-year college is the most common route for seniors throughout the country. According to the US Bureau of Labor Statistics, 66.2 percent of high

school seniors commit to four-year colleges right out of high school. The primary reasons students offer are the economic opportunities a college degree offers. Also according to the U.S. Bureau of Labor Statistics, the average income for Americans with a bachelor's degree or higher is about \$55,000, whereas the average income for those without a degree ranges between \$20,000-\$24,000.

Riley Buckley, a Hillie senior, is one of the majority of students pursuing higher education. She has proudly committed to the University of Rhode Island for hockey and will be majoring in nutrition and dietetics.

"I'm so excited to start

a new chapter in my life," said Buckley, "from meeting new people to creating new goals for myself educationally and socially."

Many students pursuing a bachelor's degree start by attending a community college for two years and then transferring to cut costs. Senior Iesha Burgos plans to go to Northern Essex Community College and then transfer to Arizona State University.

"It's easier because I don't know exactly what I want to do, so going to NECC for two years gives me time to figure it out," Burgos said.

While college is a very beneficial step in prepar-

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Enlisted cadets Joseph Harrison (Marines) and Joshua Platts (Army)

Brown & Gold

The mission of the Brown & Gold is to provide the Haverhill High School community with accurate, socially significant, and thoughtful news. As an organization of dedicated, conscientious, and curious journalists, we honor and revere our responsibility to ensure that our readers are equipped with all of the necessary information to make the mature and deliberate decisions that are the foundation of rich and ethical lives.

EDITORIAL:

Modern Malaise: bleak prospects sap optimism for Hillie grads

By Caleb Lindsay

As children we were filled with grand and lofty aspirations, we'd be space-men and doctors, lawyers and businessmen. However, as the crushing reality of life continues to come crashing down, some adolescents struggle to feel anything but the suffocating nature of rapidly diminishing prospects. We graduating seniors are entering into what quite possibly could be the worst conditions possible to thrive, we are essentially being set up for failure.

With the rising cost of living, the inflation of the U.S. dollar, the depreciating value of education, and seemingly no help coming from those who are supposed to come to our aid, the average graduating high school senior this year will be straddled into signing off a loan that they'll be able to pay back in their 40's (if they're lucky), so they can afford a degree in a field that is most likely far too competitive, all for settling for working at a dead-end job for about 40 years until they eventually work themselves to death.

It wasn't long ago that the prospects for young adults were far, far brighter than now. According to educationdata.org the average student loan debt for a college student in 2001 was \$16,900, compared to \$31,100 in 2021, nearly doubling in two decades, which wages certainly have not.

To pay back this debt, college graduates now have to find a job. In finding a job, the average salary of a recent college graduate in 2001 was \$35,400, while the average in 2021 was about \$50,000.

That's only a 41-percent increase over the span of 20 years, which is not nearly enough to combat the costs of both college loans and life after college. According to Zillow, a single house in the Ward Hill area of Haverhill, Massachusetts was valued at \$139,600 in

2001; that same house was worth \$324,200 in 2021, a staggering 132-percent increase.

A common argument from those who are out of touch is "Just stick with a job, it'll pay off in the long run." However, Forbes magazine has argued that it's actually financially better to change jobs every two years, since you will end up earning 50 percent less if you were to work at a company for longer. This completely shatters any hope of moving your way up at a job, as you'll be sacrificing money and time for a position that might never become vacant.

Just by looking at the numbers, anyone in this situation would debate whether this is a life worth aspiring to, and they are well within their rights to think that this is far from livable. The increase in pay is not nearly enough to close the gap of the 84-percent increase in college debt and 132-percent increase in housing cost. No one in their right mind would want to struggle through the lives that modern adolescents will inevitably face, yet they take heed in stride and walk along this path.

This generation of young adults is walking into increasingly bleak circumstances with little to no hope for the stability enjoyed by their parents and grandparents. In response to these young strugglers voicing their concerns, all that's shouted back at them by their elders are words of: "I figured it out when I was your age, so can you!" The grandparents of the current generation are out of touch with the times, still living in days gone by. The new generation will live and die in an environment that they didn't create, and yet they will still be blamed and ostracized until they complete the cycle and become the bitter old timers that they grew up opposing.

GRANT:

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the self-reflection and analysis tool."

In another interview, Daigle explained how the committee will be run and elaborated on its objectives for year one.

"The idea of the survey is to help the people at the table, in the committee, to understand the student voice and problems to address," Daigle said. "It is to help advocate for what is important around the school. It needs to be shown from the student forum, from the survey, that the school needs to have budgeting towards that specific problem, either physical or mental."

In year two, the committee will ask DESE for another similar costing grant to fund the project for the second year, which will allow for the implementation process to take place. Year two would begin at the beginning of next school year, 2022-2023, if they receive the continuation grant.

When asked who the primary beneficiaries of the Safe and Supportive Schools initiative are, Meland said it would benefit the whole school community.

"It is to implement a safe and supportive school environment. You think about it as how everyone will be benefited," he said. "The students are the core and it is the reason for why we are here. Student voice and representation is at the core of the plan. Building this up will be an important step to moving towards that goal

for students in the future of college and career-planning."

Daigle echoed Meland's sentiments. "The students will reap the benefits most," she said. "If they did not, why would I be here? The school is designed to serve the students, and who knows best? The students know what they feel, and it does not matter if their perspective is limited just from their role in the school. It is the most valid experience at HHS; it is the student experience."

"The overburdened staff and guidance, the staff, would 100 percent enjoy the aftereffects if the students felt safe and supportive from going to class, having less fights, and having access to more resources at the school," she added. "Everything works better when the students are actually being served."

The Safe and Supportive Schools Committee is made up of 13 individuals: current students, Sean Winn and Alexis Namulinda; teachers Ms. Anna Sabella and Mr. Thomas Morris; Magdalene Kwakye, an adjustment counselor and advisor for BIPOC union; Safe and Supportive Schools Liaison for District, Maureen Irons; Parent Liaison, Jenniffer Cabrera Vicente; Principal Meland and Associate Principal Christina Farese; Head of Guidance for the District, Jami Dion; founding VIP Advisor Carol Ireland; and Haverhill Alum Chelsea Daigle.

Correction: In last month's edition ("Persistence Pays Off" pp.1-2) an email was incorrectly attributed. The email regarding sweeping the floors came from the Director of Facilities.



Students confront tough decisions on college

With acceptances arriving, students contend with cost, goals, location

By Julia Rodgers

HAVERHILL— Spring, let's hope, has finally sprung and with it has come a deciding moment for millions of high school seniors: college acceptance day.

For much of last year, students devoted endless hours to visiting colleges, filling out applications, chasing recommendation letters, and applying for scholarships, but for many that seems like the easy part now. With acceptance letters arriving, sometimes from several universities, comes the even harder task of having to make the final decision as to where they will attend.

There are multiple factors that students must weigh before committing to this life-changing—and expensive—decision. Money, location, size, ranking of the college, and course offerings are all major contributors when making this choice, but that doesn't make it easy.

For example, is it beneficial to attend a renowned college with a highly selective program that provides no financial aid, or is it better to attend a school that is less prestigious but far cheaper? Depending on future goals, this selection could make or break one's entire life, making it one of the most important decisions some people will ever have to make.

Senior Hailey Prunier

has chosen to attend George Washington University in Washington D.C. Prunier said that she applied to other schools as safeties, but that George Washington was her top school. She said that the contributing factors that led to her choosing this college were that it was the best fit for her intended major of political science, had the perfect location for her chosen career path, and that she was able to apply early decision, which meant that upon acceptance, Prunier would be required to attend the college.

Being accepted to George Washington University is a stellar achievement. It is a highly regarded university with an acceptance rate of 43 percent. However, the opportunities such a school provides come at a steep cost. If Prunier received no financial aid or scholarships, she would now be facing an average annual cost of roughly \$76,000.

When asked why she chose to apply early decision despite the price, Prunier said that it "took a lot of research to make sure that their financial aid has a history of supporting Early Decision applicants."

"I am also very fortunate," she added, "to have the financial support from my parents and grandpar-

ents." Senior Daniel McLaughlin faced a different dilemma when choosing where he would attend college. McLaughlin is committed to Towson University in Towson, Md., for swimming. McLaughlin said that he did have offers from other schools for swimming, but ultimately he chose Towson because it had everything he wanted out of a college.

The major factors contributing to McLaughlin's decision were campus appearance and location, as he wanted to get far away from New England, if only because New England schools are not known for their swim teams. "Most colleges that have good swim programs are not in New England," McLaughlin said, "so it was pretty easy to find a school that allowed me to leave my hometown and experience other parts of the country a little."

McLaughlin also prioritized ranking of the school, not in terms of academics but in terms of sports because he planned to go Division I for swimming.

"I needed to make sure the school had a swim team, and they needed to be good because I want to grow as a swimmer," he said.

McLaughlin also added that money was not a deciding factor, considering he received some money from scholarships.

Senior Ruby Kimball is facing an entirely different situation. Kimball will be attending the University of New England in Portland, Maine. Kimball, who will be studying marine biology in college, had a very specific set of criteria for her colleges of choice.

Location was a major factor because she wanted to be somewhere close to the water, and they had to offer marine biology as a major, so her list of colleges was slim to begin with. Kimball applied to mainly state schools like Plymouth State and UMass-Dartmouth, but she had her sights set on her top school, the University of Maine.

Kimball got into her top school; however, she faced an upsetting reality that most prospective college students have to deal with. She did not receive as much money in merit scholarships or financial aid to attend her dream school. Due to the lack of sufficient assistance, the cost of UMaine being roughly \$50,000 a year, the possibility of attending her dream school was out of the question.

As a result of this, Kimball chose the more fiscally responsible path and will now be joining the class of 2026 at UNE where she did receive a more affordable price.

Security guards added, new IDs issued to shore up safety

District implements changes to decrease disorder in hallways, skipping class

By Elle Palumbo

HAVERHILL— Haverhill High School's students have noticed new faces in the halls as of late.

In the wake of last month's tumult at the high school, six new security guards have been hired and students have been issued new IDs to restore order in the hallways and at lunches and to better identify students who are skipping class.

The new security guards were added from an outside contracting company, Hunter's Security.

Regarding the new security guards, Superintendent Dr. Margaret Marotta explained, "We wanted to make sure

that we were fully staffed for security. Just having an extra presence at the school to enforce the rules is important."

All six new security guards underwent an orientation upon being hired. They have also been undergoing training with more experienced staff, including starting out in the mall area of the high school with supervision and eventually making their way to other areas of the school.

When asked about the importance of the new security guards Marotta said, "It's about making sure everyone is where they are supposed to be, keeping everyone moving,

getting to class on time, and monitoring in the cafeteria."

Hunter's Security guards have a history of working closely with children, making their transition into Haverhill High School more seamless. One of the new security guards, Caled Merino, spoke on his experience working at Haverhill High in the last couple of weeks.

"In my opinion, the youth hold our future, so we need to teach the youth how to be held accountable for their responsibilities," Merino said.

Merino expressed how sure working with children can be challenging, but he enjoys it nevertheless. Ad-

ministration hopes these new security guards will be a good addition to the school.

Along with the new security guards, Haverhill High has issued new color-coded IDs to help security and staff determine which of the three lunches students have. Traditionally, lunch is a popular period for students to skip their classes and attend multiple lunches to socialize. The new security guards will strictly enforce the new system. Students who have first lunch have a prominent green stripe on their IDs, students at second lunch have a yellow stripe, and students at third lunch have a blue stripe.

Haverhill High: hallways or hellscape?

Students need to get a clue about walking through the halls

By Julia Ferrick

Each day I venture through the agonizing hallways of Haverhill High School. As a freshman and sophomore in high school pre-Covid, my only complaints about the hallways were that people walked slowly and there was always a hint of body odor in the air. Now, two years later, post-Covid, it feels like I'm navigating the lamest mosh pit ever. For the amount of time a full three quarters of my peers have spent in the hallways, you would think they would have hallway etiquette down to a T. Nope.

I'm the one who will, with full force, ram through a group of people. I'll tell people to get out of my way, or tell the person in front of me watching "Squid Games" in the hallway that they are walking too slow.

Not everyone is a 5'8" goth girl with anger issues and the means to tell everyone to get out of their way, so I will speak for the meek and more mild mannered: people really—REALLY—need to learn how to walk in the hallways or at least be aware that there are other people around them. Walking from class to class has become increasingly frustrating; I shouldn't have to maneuver around people like a Honda Civic on 495.

For some odd reason, people think it's a wonderful idea to stop in the K wing with a group of 12 people somehow entirely unaware that anyone else may be trying to get, I don't know, to class! There are those folks, the Mullers and Dappers, as well as those who don't understand the doors that enter the mall area from the 200's whom we'll call The Enter-through-the-Exits, or EtEs.



Slowing in the HHS hallways

EtEs: the right side of the mall door is for exiting the hallway to the mall, and the left is for entering. It's just like every other set of two doors to ever exist! (I may, however, be taking EtEs ability to distinguish right from left for granted.)

Then there are the Face-Suckers, the hormonal, PDA-brazen couples whose parents forbid them from seeing each other outside of the build-

ing so they have to make up for all their lost time in the stairwell. Sucking face in the corner where I can at least pretend you don't exist is one thing, but IN the doorway to the 200s! Really? While on the topic, what's up with senior boys ramming into everybody racing to say hi to their sophomore girlfriends? She's still two years away from graduating, she's not going far!

All this being said, I would also love some insight into the neuroscience of the "Runners." I don't understand how you can run through the hallway and not feel extremely stupid, especially when you're giggling the whole time and chasing your buddy in a game of tag you've never grown out of.

Enough complaining, though. What's the point? Considering this wasn't an issue pre-Covid, I'm assuming the disaster that is the hallway is a side-effect (like every other obnoxious behavior) of the pandemic, which evidently erased any recollection students had of common decency.

There are many things about my primitive peers that I don't understand and, honestly, I don't think I want to at this point. But they probably say the same thing about the 5'8" goth tyrant in the hallway.

'Once a Hillie, always a Hillie': teachers on why they call Haverhill home

By Alexis Namulinda

Haverhill—The school year is all but over and many seniors are deep in daydreams about going to colleges in faraway locales. Despite the natural urge to get away and explore possibilities beyond Shoe City, when all is said and done, many of these same Hillies will find their way back home, as turned out to be the case for some of the high school's most influential teachers. For others, although they didn't grow up in Haverhill or graduate from the high school, once they came to Haverhill it became their home.

This beckons the question: Why Haverhill? What about Haverhill draws people back here? What brings them here from elsewhere and, more importantly, keeps them here? Brown & Gold set out to answer these questions through a series of interviews with teachers who live, work, and raise their families in Haverhill.

Mr. Hayden

For Connor Hayden, a Haverhill native and Haverhill High grad, his decision to live and teach in Haverhill is all about payback... to the community that fostered his love of learning.

Mr. Hayden has taught at the high school for nine years, and he teaches Latin, Capstone, and occasionally Greek. Mr. Hayden frequently talks about giving back to the community as his main reason for staying in Haverhill and coming back to teach at Haverhill High.

"The reason I am able to do the things I wanted to do is because of the education I've received in Haverhill, and the support that I got from the community," Hayden said.

After high school, Mr. Hayden attended Holy Cross and St. Andrews University in Scotland, where he has family connections. But thanks to the upbringing he received from the Haverhill community, he feels as though he ought to "foster, encourage, and protect the community," which is why he returned.

"I always felt that it was important to give back to the community," he said.

Because Haverhill High is a public school, Mr. Hayden believes that it gives people "the opportunity to learn and do things that should be free." Mr. Hayden wants to add to the opportunities provided by Haverhill High by introducing "high-quality education and experiences" typical of exclusive, private schools.

In fact, he's already

done so, bringing Crew and classical education (through classes such as Latin, Greek, and Classical Perspectives) to Haverhill High, opening doors of opportunity, which are not normally accessible to public schools and their students.

When directly asked the question of why he stayed in Haverhill, Mr. Hayden cites being inspired by those who came before him, saying, "I came back to the high school because I had great teachers and saw myself in that continuum."

Mr. Eldridge

Zach Eldridge, a Latin teacher at Haverhill High School, has traveled to England, Portugal, Spain, France and Greece. However, his compass led him back to the city where he grew up.

Mr. Eldridge talks about how the sense of community in Haverhill led him to stay here. He attended Wood School, Hunking, Haverhill High, and Boston College. Haverhill's schools contributed greatly to Mr. Eldridge's staying in Haverhill.

"I got a lot from Haverhill schools," he said, noting that he built strong relationships with his teachers. "I love the education I had here."

Despite his travels all over Europe, Mr. Eldridge remarks that Haverhill, nevertheless, is a good fit for him (although he did mention that his heart is in Greece).

Mr. Eldridge notes that Haverhill is home to a lot of "interesting people," since it's so diverse and large, which was part of the draw for him wanting to continue to grow roots in his hometown.

While there is diversity in the community of Haverhill, there is also diversity in the actual geographic location of the city. This may also be a motivating factor for many to move to and/or stay in Haverhill.

Mr. Eldridge notes the many places accessible from Haverhill, including immediate access to places in nature, along with being near Boston.

"I am 20 minutes from the ocean, 2 hours from the mountains," he said, noting he loves the outdoors. "I also love being 40 minutes from Boston."

For many of its natives, Haverhill induces intense familiarity and nostalgia, a magnetic pull that is hard to resist. When asked if he would ever leave Haverhill,

Mr. Eldridge assures, "It's my home. I never considered leaving."

Mrs. LaBelle

Cara LaBelle, a health teacher at Haverhill High School, is another Hillie who frequently discussed the magnetic quality of the Haverhill community, returning to live and teach in the city after spending a year abroad in Spain.

Mrs. LaBelle is an only child, born and raised in Haverhill. She first attended Sacred Hearts, Haverhill High School, NECCO, and Salem State.

When she was at the end of her junior year at Salem State, Mrs. LaBelle was going to drop out to become a police officer, as she had scored high on the police exam and always thought she would be in law enforcement.

However, her father had other plans and sent her abroad to do a full year of college in Seville, Spain. As a foreign exchange student, Mrs. LaBelle stayed with various families and graduated with three different degrees. She voyaged all over Spain, Portugal, and Africa.

Mrs. LaBelle concedes that, "when I came back (to Spain) in the 90s it was time to graduate, and I had no idea what I was going to do."

Luckily, there was an opening for a physical education teacher, and Mrs. LaBelle has stayed ever since. Since accepting that job, LaBelle has taught at Haverhill High School for 24 years, primarily teaching health but dabbling in Addictions and Culture, a class she created, for a few years.

Mrs. LaBelle has a great deal to say about the community and how it contributes to her attachment to Haverhill. She's often made fun of for staying in Haverhill since she's "been around the world yet only moved out of her history classroom."

"Family is important, but so is where you come from, your roots," she said, adding, "there is something quite unique about Haverhill and all its diversity."

Mrs. LaBelle values both the cultural diversity and diverse opportunities and activities that Haverhill has to offer.

"[In Haverhill], there's a thing for everybody, there was always something to do," she said. "Everybody's welcome to do whatever."

Mrs. LaBelle admits that she "enjoys being part

that her parents were "iffy" at first, but she reassured them that she is taking this time to still get educated and prepare for pursuing her career goals.

Another route that can be taken is going into the military. Seniors Joshua Platts and Joe Harrison have enlisted in the American Armed Forces and will be heading off to boot camp on June 20.

Platts has enlisted in the Army and will be heading to boot camp at Fort Sill in southwestern

of the community" because of the connections she has. She emphasized that she has "never not worked for the city." Mrs. LaBelle jokes that she "can't go anywhere because people always recognize her as their teacher."

Mrs. LaBelle also emphasizes the importance of giving back, as she deems it important for her students to "understand that their teacher also grew up in the same city they're living in."

"It's important for them to understand that their teacher walked these halls," she said. "I may understand what they're going through, and I think that's just important."

She mentions that she has the same five best friends from the first grade. She notes that all her friends went away at some point, but "they all came back and all teach in Haverhill."

Having lived in Haverhill most of her life, Mrs. LaBelle feels she has a nearly unbreakable bond with the city.

Recently, she moved just over the border to Plaistow, N.H., but her connection to the city remains strong in her role as an educator. She does say that she "thought about leaving," having looked at New Hampshire schools. However, when asked if she would ever leave Haverhill completely, she simply states, "It's my home...Once a Hillie, Always a Hillie."

Mr. Harvey

Those who grew up in Haverhill aren't the only ones planting roots in the city. Some have formed a connection with the city later in life, deciding to make Haverhill home.

Marc Harvey, a history teacher at Haverhill High, has lived in Haverhill for 17 years and finds similar draws to Haverhill as those who lived here all their lives, with community diversity topping the list.

Mr. Harvey went to elementary school in Maine, middle school and high school in Texas, and back to Maine for college. He has also traveled to Europe, north of the border to Canada, and much of the U.S. However, he chose to settle in Haverhill. Harvey said that he "applied to teach in every place on the east coast that had a population of over 40,000 people, knowing that there would be some ethnic diversity in that group."

He has taught for 24 years at Haverhill High School, teaching a variety of classes, such as Ancient

World History, U.S History, Modern World History, and AP European History.

Harvey expresses that his relationship with Haverhill originates from his "romantic attachment to boyhood in Maine," which he described as a "great place to grow up," and that Haverhill and its likeness to Maine drove him to appreciate living in Haverhill.

Harvey elaborates, saying that "the people in Haverhill are very much like the people in Maine; they're honest, they are who they are, they're not pretentious, they don't try to be disingenuous."

He said that when he lived in the south, "there was a lot of 'smile in your face, stab you in the back' and that people in the north are perceived as rude, but I find it being direct and honest. I much prefer direct and honest."

For Harvey, the diversity of Haverhill contributes strongly to his attachment to the city. Harvey "fell in love with the diversity in the town." He relates the "variety of ethnic groups" to the vibrancy of the classroom environment.

"The mix makes for a very good atmosphere to have a class in since you have such a variety of people," he said.

Harvey believes that this makes the classroom and Haverhill in general intriguing, describing it as a "microcosm of America."

Harvey communicates that the diversity found in the Haverhill community starkly distinguishes Haverhill from Maine, "because Maine is one of the whitest places in America."

The reason he didn't want to teach in Maine was due to this absence of ethnic and racial diversity since there's not a lot of different people to have discussions, which is paramount to him.

"It is very difficult to have difficult discussions unless you have the point of view of people who are from various communities," he said, adding, "You can't have a discussion about race or feminism unless you have people of color and women in the room. Of course you have women in the room in Maine, but you don't have POC in the room."

Harvey has a degree in African American history, noting, "I wanted to use what I learned in college. I wanted to go to a place where I would have a representative body to have a good discussion."

When asked about the option of jumping straight into the workforce is always open.

Senior Rowan Sebastian plans to pursue a career in a carpenters or plumbers union.

When asked about the support from his parents, Sebastian said that they supported his decision. "They are very supportive and are happy about the great benefits and the great pay," he said.

Another Hillie senior, Caleb Lindsay, also plans to join the electricians

Mrs. Harrison

Sylvia Harrison shares the idea that Haverhill is very accommodating to different interests and lifestyles, and she attributes this accommodation to its geographic location.

Mrs. Harrison, who has been teaching a variety of subjects at Haverhill High for 10 years, is currently teaching Special Education English classes at Haverhill High School.

She has lived in Haverhill for 17 years, having grown up in New Jersey and moved to Haverhill when she got married. Growing up, Mrs. Harrison always went to islands on vacation and has family in California, so she frequents the beautiful beaches of the Outer Banks in North Carolina when she can.

She came to Massachusetts to go to college at Merrimack and just ended up staying here. Then, she got married to her husband from North Andover, bought a house by accident, and just stayed.

Harrison explains that she stayed in Haverhill because of her marriage and because she wants to teach in the same district in which her kids were enrolled out of convenience.

"There's a little bit of everything in Haverhill," she said. "If you're into nature and lakes, there's nature and lakes, and there's downtown."

While she is "more city" and doesn't like "hanging out in the woods," she can still appreciate "the downtown area."

She explains that Haverhill is "big enough of a place that there's a lot of different people and a lot of different things; it's not dull."

Mrs. Harrison feels Haverhill opens a gateway of adventures, saying that "we have access to everything around here since Haverhill is close enough to Boston and to the beach."

Mrs. Harrison also talks about the familiarity contributing to the reason why she stayed in Massachusetts.

"It's where my husband's from," she said. "We got married here, started our lives here."

She jokes that she would "totally go back to New Jersey," but said that since her daughter went to school here, and since she started working here, that "when you get into an environment like Haverhill, you have roots here."

"Now that my daughter is in high school, I like being here and seeing my daughter's friends in the hallways," she said.

When asked if he felt rushed to make a decision upon graduating, he stated that he is confident in his decision.

"I'm doing it for myself, I feel like I need more experience before I am able to do anything," he said.

There are many different choices to make when planning for the future, and Haverhill High is here to support students in whichever way that fits their academic and personal interests.

MANY PATHS:

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ing for the future, some kids may feel pressured at this juncture. Luckily, there are many alternatives, such as gap years, that will allow a break from school, at least for a time. The benefit of a gap year is that it offers students time to discover their true interests and think about what they really want to do in the fu-

ture.

Senior Amanda Hinkle plans to take a gap year to pursue her yoga career. She plans to travel and partake in yoga retreats.

"Traveling and getting real life experience from people, I feel like that's more beneficial to what I want to learn," said Hinkle.

She also mentioned

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WHY HAVERHILL:

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“Most of our classes are with the same people, and we all kind of match each other intellectually, and we’ve always been in the same classes throughout high school and work well with each other,” she said. “We can always help each other out when we are confused, which just created a really supportive environment.”

Quinlan’s achievements aren’t limited to the classroom. In terms of sports, Quinlan perennially exceeds expectations.

She is a varsity letter-woman in basketball, track and field, and swim, and she was named swim

captain this year. Also, she placed in all four races at states and sectionals in each of the three years the swim team was allowed to compete during her time at the school. Quinlan also made First Team All-Conference for the Merrimack Valley each of those years.

Beyond a track record of excellence in sports and academics, Quinlan is also invested in multiple clubs, participating in Latin club, Foreign Language National Honors Society, and she serves as the treasurer of the National Honors Society.

Quinlan said she learned her sophomore

year that she was on track to become valedictorian.

“I had a feeling I would be up there, but I didn’t know for sure, so being told this was a big surprise,” she said.

Knowing that it would take a lot to maintain this spot, Quinlan dedicated herself to, above all else, maintaining good grades, while balancing that with her commitment to athletics.

“I spend roughly four to five hours a night on homework and also put in a two-hour practice most days on top of that,” Quinlan said, noting that she will “definitely need to focus on getting more sleep” in the future.

Despite the balancing act of excelling in the classroom and in her sports, Quinlan also said that her dedication to sports is a major factor in her success academically.

“Instead of watching TV or going on my phone when I take a break, I just go and work out,” she said. “It helps me clear my head and relieve some stress.”

When asked if she felt like her commitment to achievement deprived her of a typical high school experience, Quinlan acknowledged that her high school experience was probably not typical but that she doesn’t have any regrets.

“I would say I probably missed out on the ‘typical’ high school experience, but I’m not into partying,” she said. “That’s not really my thing, so I guess no because I prefer to just study

and work hard with my sports.”

Looking to the future

Although she got into some very selective schools, like Boston College, and even received Division I offers for swimming from schools like the University of New Hampshire and Merrimack College, Quinlan has decided to continue both her academic and athletic careers at Simmons University in Boston.

For her chosen major of nursing, with a possible minor in either psychology or biology, Quinlan felt Simmons was the best fit.

“It made the most sense financially and the nursing affiliations with the program are amazing,”

she said. “[Brigham and Women’s Hospital] is a five-minute walk from the college, and then there’s also Mass General and Boston Children’s close by as well; it’s the perfect school for nursing.”

With nursing being such a difficult major, Quinlan felt like going Division I in swimming would not be the best decision, feeling it would have been too difficult a balance. However, she plans to swim at Simmons, a Division 3 school. “I felt good with this decision after a [Division I] coach told me they had not had a nursing major on their team yet,” she said.

As for graduation, Quinlan is excited to write her valedictorian speech, even if she is not a fan of

public speaking, with her allergies being an added concern.

“My allergies are so bad and all of that pollen at the stadium just makes it worse, so my biggest fear is that I’m going to get up there and start my speech and my nose is going to start bleeding,” she said.

Despite the threat of nosebleeds, while reflecting on this monumental achievement of being named valedictorian, Quinlan said she feels accomplished to know that all of her hard work has paid off.

“It feels really nice,” she said. “I have put a ton of work in, so to have it acknowledged just really feels great.”



Above left: a senior portrait of Carli Quinlan. Above: Quinlan competing in one of her many swim meets.

‘A valuable, life-changing experience’

Senior student editor, Nina Hamel, recalls the year Brown & Gold returned to print

As I look at my calendar marking the final days of high school, I am also marking my final days as the editor for the Brown & Gold newspaper. Whether I think back on the amazing moments of my time writing for the school newspaper or the stressful moments, I can only express my time spent in this group as valuable and life-changing.

I entered my school’s only journalism class last September with not too many expectations. Of course, I took this course because I was interested in learning more about journalism, but I had no idea how significant it would become to my entire senior year.

The moment of realization I had in which I knew I would love this class was when I wrote my first article, which was a satirical piece about a disease rapidly spreading that turned people into turtles (which was inspired by a student prompt chosen at random).

The following months consisted of learning different writing techniques for journalism: satire, opinion, hard news, survey articles, and more.

Everyone in the class was quick to fall in love with journalism, and we began to talk about how cool it would be to print hard copies of newspapers. Our hopes came to fruition when, with the help of Dave Shultz and local sponsors, we were able to make it happen.

Mr. Kucker’s third-period journalism class had turned into a writing block for the new board of writers for the Brown and Gold newspaper, which had only been published online for the last few years.



This experience took a turn when one day Kucker told me that when he was asked who the student editor was, he realized that he hadn’t chosen one so he said my name. I wish I could recall a cooler way of this coming to be, but in all honesty it was nice to be thought of for such a high position without having to go through an application process.

The rest of the year went as follows: brainstorm article topics, assign articles, write the articles, cram edits until our due dates for print, then re-start the process as we wait for each print edition to be published.

This process was far more intricate than it sounds. On many occasions myself and other writers would have to interview many different people, and reaching out

to find people to interview wasn’t always easy. Some weren’t interested, some didn’t want to be recorded, and others weren’t always the easiest to get a hold of. I have gotten the chance to interview many students, teachers, administrators including Principal Meland, and many others including a CEO from Haverhill Bank.

On the other hand, writing about certain topics was difficult because it meant stepping on people’s toes. In the April issue of Brown & Gold I wrote an opinion piece on my thoughts about the violence at the high school and the lack of what I thought to be, an insufficient response to it. It took me a while to break out of my shell to write this piece because in all honesty, it went against my normal habits of being a people pleaser.

Now looking back on the editorial I wrote, I am proud of the voice I used to address my experience as a Haverhill High student. Not only that, but now I have the confidence to write about topics I feel strongly about, which is something I will carry with me as I continue to produce articles for my college’s newspaper.

I have never been one to necessarily call people out, but taking this journalism class pushed me to address topics that I feel strongly about. Opinion articles are my favorite to write because they give me a voice that I haven’t always had and it feels good to know people are listening.

The most rewarding aspect of being a writer for Brown & Gold was having the motivation to learn more about my community and what is going on. Not only

that, but receiving feedback from my peers, teachers, and even people in the community was pretty rewarding as well.

I can recall one of the days I was working and making small conversation with a few customers regarding the school newspaper. To my shock, they said that they had remembered reading an article I wrote about the foreign exchange students at HHS and how they thought it was so interesting how involved our school is with hosting students from different countries.

The idea that the material put out by my peers and I was being reviewed by the public was so rewarding. I am really proud of the fact that the writers of Brown & Gold are able to keep the Haverhill community in touch with the school and what goes on in it. Overall,

keeping people connected is such a significant aspect as to why I love journalism so much.

Being a member of Brown & Gold has inspired me to continue my studies to focus on journalism. Next year I plan to study at Bridgewater State University and major in communications and minor in writing studies. I also plan on writing for the BSU school newspaper known as The Comment, and I will continue to put the important lessons I have learned as a young journalist at Haverhill High School into action. I know that this past month for Brown & Gold was intense, for both those who were covered in articles and for the responses by the public. It really says a lot about how politics (in this case that of the school) and journalism come together. Depending on the coverage made in a story, some people will be on board with what is said and others will be provoked by what is written. Overall, our journalism class learned that not everyone is going to like what we write, but that doesn’t mean we shouldn’t write it anyway.

As I leave the school newspaper, I hope that the paper and journalists still receive the amazing support that they have received from this past year. Students should continue to feel inspired to write about subjects they feel strongly about and that should be made known. I am so grateful for the opportunities I have gotten through this program and I strongly urge others to take advantage of it as well!

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