

THE AMITY TRIDENT

LXXII-No.2

Amity Regional High School

Woodbridge, CT 06525

October 21, 2016

Critical Issues Students Get Political

By Rosie Du '19

"Critical Issues" is a political science elective taught by LeeAnn Browett and Chris Borelli. In light of the election season, Browett and Borelli have assigned a campaign project to the students.

Browett explained, "The students have two options [for the project]. Most choose to volunteer five hours to a political campaign".

Students must analyze how campaigns are run and think about the nuances of the political system. This option encourages students to actively engage in politics, especially with upcoming local, state, and presidential elections.

The second option for students is to attend two town meetings. Students are required to research the discussion topics in advance and come up with solutions to them. Browett believes that this aspect of the project presents a great opportunity for students to be introduced to the local level of government.

Although in other years students may be more likely to attend town meetings, the exciting 2016 election season has encouraged students to become involved in campaigns at all levels of government. There is more than just the presidential election going on this season, many students are also volunteering on the

campaigns of local politicians, such as Congresswoman Rosa Delauro. While volunteering, students commonly make phone calls or canvas on the politicians behalf.

Aviva Green '17 explained, "I think [the project] is a great way for me to get involved in politics and learn about the issues concerning Connecticut this election year."

When asked if she would be interested in pursuing a career in politics, Green '17 responded, "I'm not sure about a career, but I plan on studying some political science in college."

The project may be ongoing, but it seems to have already stimulated interest in politics and government in some students.

The campaign project originated from the founders of Critical Issues, retired teachers Sue Duffy and Barbara Leach. Over the years, Browett and Borelli have made the assignment their own. One major change to the original project is the option for students to attend town hall meetings. This "gives students more choice and flexibility", according to Browett, acknowledging students' busy schedules.

A key takeaway for students in the class is that "politicians are humans too-- not everything is a clear conspiracy," Browett says. She and Borelli also hope students learn that "everyone can be involved in local, state, and even national [elections], and more voices [can] be heard."

Club Day Delay

By Katherine Handler '17

Amity's annual club day was held on Wednesday, October 5th, 2016. This was different from previous club days, which have been traditionally held on Fridays, and in September. Club day was initially going to take place on the previous Friday, September 30th; however due to suspicious weather, the administration decided to postpone it to the following Friday.

Principal Anna Mahon said, "[the administration] chose to have the rain date of Wednesday, October 5th so that any students/faculty who were continuing to celebrate the holiday of Rosh Hashanah would still be able to participate."

This postponement caused only slight confusion among the students. Hannah Rappaport ('18), co-president of the Environmental Club, said she was initially unaware of the date switch and was slightly confused as to what everyone was talking about. However, word traveled quickly throughout the student body and soon all students were looking forward to the Wednesday Club Day.

Like past years, Link Crew Leaders and club table leaders were released from classes early to help set up. Tables were organized by num-

ber in the bus lanes, but at the beginning it was unclear which tables belonged to which clubs.

Kelsey McCormack, a senior co-president of the Model United Nations Club and Link Crew Leader, said, "the set up wasn't very organized but once it got going everything seemed to go smoothly."

This seemed to agree with the freshmen's opinions on club day. Since the freshmen weren't released until everything was

set up, they only saw the positive side of the event.

Kaitlyn Kline ('20), said she enjoyed club day, and that "it was a good way to get involved and actually know about the clubs at Amity."

Irene Zhang ('20) pointed out another small blemish in club day this year: the size of the space. McCormack explained that "there ended up being a lot less room for the tables than expected." Zhang felt this, and



Amity Students Enjoying Club Day

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Editorial Cartoonist Visits Amity High School

By Bobby Kirpas '17

Bob Englehart, the former full time editorial cartoonist for the Hartford Courant, visited the Media Center at Amity Regional High School on Wednesday, September 5 to present a workshop for students about his career as an editorial cartoonist.

The event, funded by the Jamie Hulley Arts Foundation, focused on Englehart explaining what his job was like, what he did on a day-to-day basis, and why he loved making cartoons.

"An editorial cartoon won't change your mind about a subject, but it will make you doubt your opinion," said Englehart when asked what his favorite part of being an editorial cartoonist was.

Englehart explained that there were many ups and downs that occurred in his career as an editorial cartoonist.

"I love having the ability to offend people on the other

side of the earth," he said.

Englehart said that using his political bias has been a critical part of his cartoons for the most part of 2016, with the presidential election coming up. The cartoonist explained to the students that all of his pieces start on a scratch paper or napkin, and then they turn into an idea. This idea then gets published, with the addition of a couple of tweaks.

In his thirty five years with the Hartford Courant, Englehart was the first editorial cartoonist in the paper's 251-year history.

"I believe his cartoons were really funny and appealing," said Anthony Taddei, a senior who attended the workshop.

Englehart first became politically inclined in high school back in Indiana. From there, he went on to pursue a career in art. Englehart attended The American Academy of Art in Chicago. After two years, he decided he wanted to start making money.

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Amity Debate Team Novice Tournament

by Kate Yuan '19

The Amity Debate Team attended the first tournament of the season at Edwin O. Smith High School up in Storrs on Saturday, September 29th. At this novice tournament, newcomers and fresh debaters alike were invited to prepare for the season to come. Unlike most tournaments that the debate team attends, only novice members were allowed to compete, and the success of teams was not considered towards qualification to the state finals.

With the upcoming election, the debate topic was a very prevalent issue that brings a lot of heat today. The question was, "Should electoral college electors be allowed to vote their conscience?"

It is an intense issue as it brings up two main points: true democracy versus the trusted belief of appointed officials. These people gain support of the public due to the candidate to whom they pledge their vote. Supposedly, these electors must vote whoever they pledge, however electors have voted their conscience

in the past and have not received punishment. Especially today, electors face difficult decisions as to whom they cast their vote for.

When Americans go out to vote on November 8th, they are actually not voting for Hillary Clinton or Donald Trump, but rather Americans are voting for a slate of electors who has been selected by the party, and pledged their vote to a particular candidate. With two highly unpopular

candidates, there could be serious consequences to an election where electors do not vote for who they were pledged, and this was a concept that was proposed at the Republican National Convention, but was halted before being brought to a discussion.

It's a heavy topic, so there was a possibility that not many of the participants would be too be educated about it, but Amity did an exceptional job at

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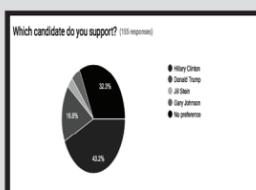


Amity Debate Team Members at the Novice Tournament

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Editorial Cartoonist Visits Amity (cont.)

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Englehart said that he fell into the area of editorial cartoons. After college, he began to work in the art department for the newspaper Chicago Today. On a day that the main editorial cartoonist was out of the office, Englehart asked to step in and draw a cartoon for that day. Since

then, he hasn't looked back. "It is the most powerful art form on earth," he said.

Robert Musco, Amity's school librarian and the coordinator of this event, had personal reasons why he wanted Englehart to come to the high school to speak.

"I really like cartooning, so we looked for a cartoonist that draws cartoons that would

appeal to different classes," said Musco.

Since Englehart retired from the Hartford Courant last November, he now has the ability to publish anything he chooses. The Indiana native currently creates editorial cartoons on his website (bobenglehart.com) three times a week.

Amity Debate Team Novice Tournament (cont.)

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this tournament. The top four places were taken by Amity pairs, and several more teams went undefeated, meaning both the affirmative and negative sides were successfully argued.

Sophomore partners Rosie Du and Payton Grande took second place. Du said, "I thought the novice scrimmage was a great experience because it helped prepare my partner and me for the upcoming season. It was a good refresher especially because I had not debated since April."

This overwhelmingly positive response was echoed

by several participants including Ameya Menta, freshman and first time debater.

"I thought it was a great experience to learn how the debates work and to strengthen my speaking skills without the stress of a real debate" said Menta. "It prepared me for what to expect in upcoming debates and provided as a good basis for debating against others and learning how to take feedback from judges."

Ananya Kachru, junior and varsity judge who participated in the demonstration debate thought it could not have gone any better:

"Debating in the dem-

onstration round was such a great experience. It was fun to be on stage, but more importantly- it was really great to know that novices were able to learn how to debate from the round. Just looking into the audience, everyone was so amazingly attentive and excited to watch."

"Later in the day," she added, "I was judging a particular round that used the same exact affirmative and negative case that was first used back in the demonstration round. It was so wonderful. All of the novices did such an impeccable job, and Amity represented so well- as always! I can't believe Amity teams took 1st-4th

Mock Debate on Climate Change

by Sana Pashankar '19

The debate team held a mock debate in the lecture hall at Amity Regional High School on October 6th.

The event proved to be a successful way for debate parents and guardians to learn the basic logistics of a debate and how to properly judge the event. The resolution of the debate was: the benefits of climate change legislation outweighed the monetary costs associated.

To demonstrate a standard debate, seniors Himay Dharani and Hayley Grande debated junior Ananya Kachru and senior Julia Nadelmann. As the four demonstrated, parent and guardian judges were able to learn how to properly judge a debate round. All debaters were experienced varsity members who have seen success at recent debate tournaments throughout

the Connecticut Debate Association. Kachru and Nadelmann were ranked second and third best speakers out of 88 at the most recent Connecticut Debate Association Tournament.

After his debate, Himay Dharani, a co-captain of the debate team alongside Grande and Nadelmann, reflected, "The mock debate was a really helpful and informative way to show the parents and guardians of our debate team members how a debate actually works. And the team had a lot of fun too because we don't usually get to observe our teammates debate, so they were able to see how we debated and formulated varsity style arguments."

The existing debate team members had a similar, positive view on the event. Ian Pittenger, a current sophomore and seasoned member of the team, believed that the mock debate "raised

awareness for the program in the community because a lot of parents were there."

Another significant aspect of the mock debate was that many new freshmen attended. Experiencing the mock debate gave them a real taste of what to expect from joining the debate team, as well as how they would be evaluated at future tournaments.

One freshman that came, Ameya Menta, said, "I thought the debate was an awesome experience to learn how the debates work without the pressure of it counting. It also provided a good way to learn the structure of the debate."

Overall, the mock debate turned out to be a success as it was a valuable learning experience for students and parents/guardians that are interested in the debate club.

Club Day Delay (cont.)

Continued from page 1

was the event was "kind of crowded".

But overall, the freshmen appeared to enjoy Club Day and the opportunity it gave them to become active in their high school.

Sophomore Jay Patel was asked how club day this year compared to last year. He responded, "it was worse than

last year. Last year it was way more exciting."

But perhaps this is just a part of the sophomore slump, and he was already involved in all of the clubs he wanted to be involved in. Other students exclaimed that there was just as much candy, activity, and overall fun as last year, even if it wasn't the end of a long week this year.

Faculty Development Day

by Neha Sudhir '19

On the morning of Friday, September 23, 2016, the students of the Amity Regional School District were lucky enough to enjoy a two hour delay. While students were sleeping in after an intense first few weeks of school, the teachers and staff of the district met at Amity Regional High School for two hours of honest, collaborative discussions and professional learning sessions.

These sessions, known as days of professional development, take place with a specific aim in mind. This year, that goal is to create a more just society in the Amity community. This objective is a highlight of the Amity mission statement that is part of the Core Values and Beliefs document.

As Amity Regional High School Principal, Anna Mahon said, "{the document} is a vision statement of where we aim to get to; it is not, necessarily, where we are currently."

Mahon also described the origins of this goal in her weekly newsletter on September 23 when she explained that in the weeks prior to the professional development day, the faculty and administration discussed working to create more of a "student-centered classroom" to help stimulate independence and engagement in the interest of helping students prepare to become contributing members of society not only in Amity, but in the world.

In an interview with

Mahon, she also said that during the session on September 23, teachers also focused on another goal: analyzing student information and data to help teachers reflect on their curriculum development.

She said, "Teachers spent time setting specific goals by reflecting on student information from testing and feedback to help enhance student achievement throughout the year."

A large source of the data that teachers used to set these goals stem from the STAR tests, which were administered to students earlier in the month of September in both math and reading comprehension.

A large portion of the a teacher's job is to align their curriculum to meet a certain teaching goal, implement a syllabus, and then reflect on and assess the efficiency of the curriculum. This process is part of developing "the of a student's educational experience." This type of formal reflection is another key aspect of the professional development sessions that will occur throughout the year. The ideas build off of discussions over the last few years by departmental groups.

Effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem-solve together in order to ensure that students achieve success. This kind of professional development allows schools to make steady progress that increases student achievement.

Classrooms Moved to Maximize Space

by Conrad Li '17

This past summer, the administration at Amity Regional High School conducted a review of how room space was being used throughout the high school building. Before the change, special education rooms were located in the front first floor hallway; some of the science research program classes met in the Media Center; and the department head offices were scattered throughout the school.

After the change, the classrooms were dispersed around the school: the science research room was relocated to the science wing and the department head offices are located in the front first floor hallway. Other offices and classrooms that were relocated include speech and language classrooms. A new Mac lab was created, primarily for the fine arts department, music classrooms, and interventionists' office.

When asked why this change was implemented, Principal Anna Mahon said, "There is a district-wide goal regarding being conscientious of using our resources efficiently, both monetary and physical space." Building and central office administrators constantly seek

ways to reallocate resources for maximum efficiency and "create a balanced community and better classroom environments."

However, opinions about the recent change have not been unanimous. Deborah Day, the science research program teacher, is conflicted on how she feels about the change. She was surprised by the change but says, "Since then, I have remained optimistic. . . . [T]he change has not been ideal and we are still trying to overcome some of the challenges related to the new location."

On the other hand, Angelo Amato, the head of the science department, considers the latest relocations to be positive. Although he acknowledges that it will take some time to adjust to the new changes, he says, "It's been a very positive outcome, I think, with the department chairs being able to work with each other."

He even goes on to joke that "Mr. Furst [the fine arts department head] and I are right next door. I almost feel like we're college roommates. Now where we didn't really collaborate all that much before . . . he and I are in each other's offices regularly."

Cathy Austin, the coordinator for pupil services, shared similar, positive thoughts regarding this change. She has advocated for these changes for the past ten years and said, "Teachers are moved based on efficiencies and [for] lots of different reasons. . . . No one owns [his/her] classrooms. They're all the school district's spaces that we borrow for our work hours."

As creatures of habit, people often forget that nothing is permanent.

Before, it was very easy to discern where the special education rooms were; now they're integrated throughout the school. When asked exactly where they were, Austin said, "I think it's a good thing you don't know where [the special ed classrooms] are because the bell rings, kids get up, move, and go to their next place. . . . I think it's a good thing that it's not apparent if a student's going into a classroom and that happens to be a place where they get some services so I think it's kind of a good thing that kids are not necessarily singled out and it's just another room in the English wing or history wing or math wing and that's where kids get support."

Simply put, dispersing the special education rooms has furthered one of Amity's fundamental goals: to create a more inclusive community. In addition to the creation of a new Mac lab, Amity created a space large enough for a full class and machines that have the capacity to create music and movies.

Julie Chevan, the head of the English department, was the one department head who was not relocated. However, she wishes she did have her room changed, even saying, "I wouldn't mind a window in my office space as both my office AND my classroom are windowless."

Ultimately, change can be a good thing. Sometimes, it is needed to progress and improve a system. It can allow for more efficient use of crucial resources as well as challenging teachers to adapt professionally. It may even go as far to foster new relationships between teachers who might not have seen each other outside of their meetings. Students may be offered more interdisciplinary options: in the future, there may be a science course which integrates aspects of fine arts skills.

As Amity constantly shapes, reshapes, and looks for ways to improve its efficiency, perhaps one day, Chevan may even get her wish: an office with a window. Amity is very focused on creating a close-knit, inclusive community—it's even implicit in the school's name. Over time, the school will reflect back and conclusively say if these changes took a step in the right direction.

ANNOUNCEMENTS

Congratulations to Mrs. Mahon for being the recipient of the CAS First Year Principal of the Year Award!

Mr. Catalde is a long time teacher, resident, and alumni of the Amity community. On September 11, 2016, his home was destroyed in a house fire, leaving him and his family displaced and his home in need of rebuilding. This is our opportunity to give back to a man who has given so much to our Amity community. To help give back visit <https://www.gofundme.com/2puqhdwb>

One Book One Amity: A Compromise

by Christopher Fraser '17

The following was put together after canvassing the high school for a general consensus: "One Book/One Amity"

program has the best of intentions. However, I have concerns with its compulsory application. It may be beneficial for all of us to read as a community, one key oversight on the part of the administration would be actually captivating the student body with a book that they call their own.

The integration of our theme for this year, "Make it Happen," which I do like, began with our communal exposure to William Kamkwamba's story of scientific curiosity which lifted his Malawian community and transcended his cultural background. As inspiring as the man is, there is a point at which the text does not matter.

The unifying qualities of this program are commendable. Reading empowers people. I will forever and always stand behind that. However, if you ask four grades of students—all at a different point in their respective lives and all with diverse interests—to read the same book, those students will be more likely to grow apathetic towards the text itself. Why should they become invested in a book? Because they were told to do so? It's their summer, after all.

Some of that, I will admit, comes down to inherently fickle teenagers. That's a fair point. However, if we, as a student body, do not have the freedom to exercise our own preferences during the summer, then when do we? This is the very cycle of disenfranchisement I aim to take down.

You can lead a horse to water, but you cannot force it to drink. The goal with this editorial would be to please both sides of

this conundrum and meet in the middle.

In this way, the OBOA experiment has morphed its way into one massively encompassing reading check, the very enemy of any thematically rich English class. Instead of allowing the text to inspire them, the students were only 'preparing' for what they expected to be confronted with when they returned to school. What I'm saying is if we shake that system up, and lend wiggle room for individuality within the barriers of a reading list, students will have a text to call their own, and be inclined to hit the ground running in September.

Students will be given the opportunity to add to a larger thematic conversation and become an instrumental piece in a larger wheel of ideas. We, as a community, need to strike apathy at the source. All the current system does is perpetuate the customary, "I did it in the week before the test."

If the administration stands up on a podium and says, "The only way to 'Make It Happen' is through this text," then they themselves are missing the very point of the theme. Instead of the quickly tiring questions of "How did William use these character traits to accomplish his goals?," it could turn into, "How did the main character in your novel have a great social impact?"

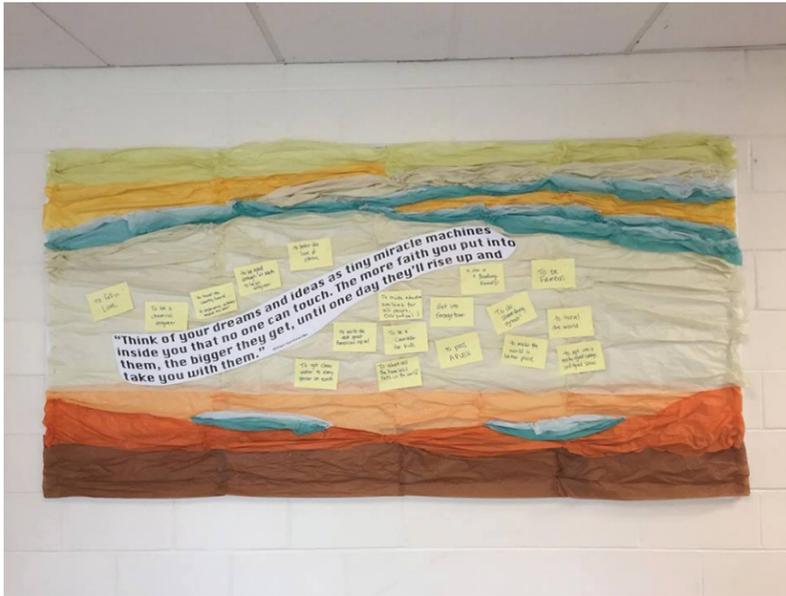
As students, we are all different. I propose members of the administration come up with the "theme" early in the spring. This way, the English department will be given ample time to brainstorm a reading list of several books to choose from. Students then can choose

their own book, making them receptive to the themes demonstrated within the text(s).

I know how transformative my favorite novels have been for me, but the blanket application of William's inspiring story drove me away from it more than anything. While reading Kamkwamba's novel, there was an ever present feeling that I was fulfilling someone else's expectations of me. I didn't choose to read it, and I wasn't sure if it would appeal to me at all beyond a broad superficial level. I don't feel like I am suddenly more connected to my community. If I were to compare it to something like *The Outsiders*, which was assigned to me during an acutely sensitive period of my life, then William's story pales in comparison. The delivery was not particularly touching to me for many reasons. If the administration has a varied list of books with similar themes, then students have a choice and can select one which they relate to the most.

There are so many ways in which people have "made it happen" in their lives. William certainly does not have a monopoly on that insatiable inner-drive. For example, the OB/OA committee could have offered Chris Gardner's autobiography, *The Pursuit of Happiness*, wherein Mr. Gardner goes from a homeless African American father in San Francisco to a self-professed "Crowned Prince of Wall Street."

There is a place for so-called "set texts" such as *Macbeth*, and 1984. I am just unsure if assigning a single text to reference for 9 months is the best way to move forward as a truly participatory, wholesome and unified community.



The One Book/One Amity Bulletin Board
Was *The Boy who Harnassed the Wind* the right book for everyone?

THE TRIDENT

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The Trident is a public forum and a member of the Columbia Scholastic Press Association. The Editorials page represents the opinion of the editorial board of the Trident. All other columns represent only the opinions of their writers. Letters reflect the opinions of the readers of the newspaper.

Dear Readers,

The editorial board of The Amity Trident would like to retract the article "Classroom Displacement to Accommodate Special Education" dated September 16, 2016. It is clear that the article did not properly reflect all views and as such gave an unbalanced perspective of the issues involved.

The authorship of the article is in question, and the quotes by Science Research teacher Ms. Deborah Day were fabricated. In addition, the phrasing of the article made it into an opinion piece rather than a news article.

Due to this issue, the Trident Editorial Staff has made changes regarding the submission of articles and editing procedures. Also, the Staff has been restructured: Kevin Zhao '18 joins veteran editor Chris Fraser '17 as a co-news editor, and Conrad Li '17 is now the opinions editor.

We deeply regret publishing the article "Classroom Displacement to Accommodate Special Education"; it was extremely unprofessional.

The Trident Editorial Staff

Corrections

The article entitled "National Spanish Honor Society Gears up for Hispanic Heritage month" from September 16, 2016 was written by Jay Moon. A previous version of this article reported Jason Moon.

The op-ed "#MAKETRIDENTGREATAGAIN" from September 16, 2016 was written by and reflective of Sarah Saxe, not the Trident Editorial Board.

To sign up, send tips for stories, report corrections, or write letters to the editor email amitytridentnewspaper@gmail.com



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How Can We Honor Our Veterans?

by Sophie Baum '18

On the second Friday of November, the United States will celebrate Veterans Day, a holiday that this year will mark the 98th anniversary of the end of World War I. This immense war ended in 1918 on the 11th hour of the 11th day of the 11th month. In elementary school, we frequently did not have school on Veterans Day, and it frankly seemed to be an unnoticed holiday. Years later, in middle school, Veterans Day was spent meeting local veterans and getting a small glimpse into their lives, lives filled with stories of heroism and patriotism.

But now in high school,

our busy schedules often leave Veterans Day unnoticed again. For many, it will feel like any other commonplace Friday: classes, exams, and after school activities. Nevertheless, it is quite important to observe this holiday in whatever fashion desired. Below are some of the ways I think we can all make a difference in the way we honor the women and men who have tirelessly served, risking their lives to protect our country.

1. Talk to a relative, friend, teacher, or neighbor who has served: you'd be surprised at how many people you know have served in the military and are willing to share truly amazing stories. In 6th grade, I remember interviewing my grandfather for a Veterans Day project. He served in the Korean War

as a spy, and before that, I had never known much about this war or my grandfather's duties. Simply having a conversation with a veteran will likely be quite impactful.

2. Volunteer at the Veterans Affairs Hospital in West Haven. There are volunteer opportunities at the hospital, and you'll get interact with veterans in numerous ways.

3. Of course, there are extensive ways to honor veterans, yet simply saying "thank you" is something we can all easily do. In fact, members of the Amity faculty are among those who have served!

This Veterans Day, make sure to set aside a few minutes of your day to honor the courageous individuals who have worked to protect our nation and our liberties.

STAR Testing: Does it Really Work?

by Kevin Zhao '18

Recently, Amity students took the STAR test once again! For those of you who don't know, the STAR test is a standardized assessment that Amity takes twice a year in order to gauge students' learning growth. The STAR test is split into two different subjects, Math and Reading, which are scored on a scale from 0-1400. Essentially, the STAR test is designed to reliably show the reading or math level of a student while being a test that doesn't take too much time, and I respect that. However, there are some problems within the testing system itself that make the score report unreliable, and, in some cases, useless in evaluating the learning growth of a maturing student.

My first problem is with the idea of standardized testing itself. I don't believe that standardized testing is an entirely significant way of measuring the growth of students, as not all learning can be evaluated in terms of numbers or statistics. Take, for example, an English class where it is not easy to evaluate a student's skill in reading or writing proficiency. I don't think that a standardized tests can measure a student's growth better than the student's teacher who will spend countless more hours with the student's works. Everyone has bad test taking days and if a standardized happens to fall on that particular day, that student's score will not reflect his or her ability accurately. Furthermore, a study from 2001, published by Brookings Institution, showed that 50-80% of year-to-year score improvements were not a result of actual improvement, but rather by caused by "temporary fluctuations that had nothing to do with long-term changes in learning."

However, these are just imperfections of the modern idea of standardized testing.

I want to dig further into the imperfections of the STAR testing system. First of all, if a student's growth is being measured, why are only math and reading being measured and used as a holistic representation of a student's growth? What happened to science, history, and foreign language? If a standard test is going to be introduced to measure a student's growth, why isn't there an inclusion of all the subjects necessary to measure the student's classes and curriculum?

Moreover, the STAR testing system fails to accurately measure the growth of top scorers; students who score so close to the maximum score have little to nearly no room to improve. How can the growth of a student be measured if there is nowhere to grow? A standardized test needs to be able to accurately measure the growth of all students, regardless of class level or age.

This brings me to my final and last concern, which is the lack of unique test questions. Over the course of the four STAR tests that I have personally taken, I have seen test questions from formerly administered reading and math sections multiple times. Seeing them so frequently, I have already dedicated both the question and the answer to memory. For the sake of the integrity of STAR testing, I will not discuss in-depth specifics of the questions or the answers to the questions. However, if I have already completely memorized the answers to these questions, what is the point of putting them on the test? I recall that on the last test, I saw two questions for the third time and didn't even have to think about the question before clicking on an answer. This means that the questions used are

not a reliable indicator of actual growth if all a student has to do is memorize the answer to a question without thinking why the answer is what it is.

All of these factors indicate the ineffectiveness of the test as a measure of students' performance and growth. The cumulation of these faults makes me dislike the usage of STAR testing, as it seems to be ineffective to a certain extent of showing the growth of students. Critiquing a system is useless without a proposal to fix said system, thus I propose a more extensive bank of vocabulary which reaches or surpasses the highest tier of high school learning. There needs to be room at the upper end in order to show growth across the spectrum. In addition, there needs to be a more diverse set of questions. Even if these changes were taken into consideration, I hope that future high school students are not solely judged based on standardized tests, especially the STAR test, as with the current method of standardized testing, a student's growth and performance cannot be accurately measured. Students are more than mere points on a scatterplot; each possesses unique talents ranging from STEM to English to the arts.

Amity Life: The College Perspective

by James He '17

At long last, the fabled senior year is here. Fantasies of senior slide, senior prom, graduation, and much, much more can finally materialize into reality. But... for most of us, we have to first overcome the biggest obstacle of our high school careers: college applications.

College applications create an interesting perspective on the high school experience. In many ways, the first three years of most of our high school lives ultimately culminate to one grand reward at the peak of Senior year: acceptance into college. Perhaps, in the moment, we signed up for that unpopular club, or enrolled into

an infamously difficult course, to undergo new experiences and challenge ourselves to push past our limits. But, for most of us (myself included), a fleeting thought entered the back of our minds: "This would look great on a college resume down the road," and at that instant, we

were resolved to continue forward. While reflecting on this progression of thoughts, I had trouble pinpointing the final motivator in my decision. Of course, I naturally gravitate toward the idea that I made

my commitment out of self-interest and a wholehearted desire to learn, but there's an inevitable caveat accompanying it. Would I really have done the same thing if I never considered its value in the college application process?

As I searched for an answer to that question, I flipped perspectives. Instead of being a culmination of the first three years of high school, the college process could simply be a checkpoint for the first twenty or so years of our lives. We persevere through the strenuous process to try and understand exactly who we are. Applying to different schools serves as an opportunity to search for our future lives, and the communities we wish to incorporate into. High school

"but there's an inevitable caveat accompanying it. Would I really have done the same thing if I never considered its value in the college application process?"

life is not about college; rather, it is a path to find our passions and propel them to new levels. The late nights and stressful breakdowns we experience during these college application months derive from a struggle to find a college that accepts us, not the other way around.

Next time you feel overwhelmed from the pressures of college, consider this perspective, and maybe you'll find yourself a little more relaxed than you were ten minutes ago.

the **red barn**
OF WOODBRIDGE

The Significance of Yom Kippur

by Hannah Epstein '18 and Danyu Hu '18

Yom Kippur means “day of atonement” in Hebrew, and it is always on the 10th day of Tishrei according to the Hebrew calendar. It has been regarded as one of the most important Jewish holidays, the “Sabbath of Sabbaths.” No work can be performed on that day, and Jews spend their time repenting for their sins, hoping to be sealed in the Book of Life for the coming year. Bathing, wearing leather shoes, and engaging in a sexual relationship are all forbidden. Most Jews spend their day fasting for 25 hours in the synagogue; Jewish holidays last from sundown to sundown the next day.

Fasting helps people be more focused when praying and need to

repent and atone. Jews traditionally greet each other with a phrase that means “have an easy fast.” For most people, the central

and festive meal after the Vidui, or confession. There are exceptions to the fast as well. Children, the elderly, pregnant women, anyone who needs to eat with medication, and sick people are not obligated to fast. Judaism teaches that human beings are not basically sinful; nevertheless, people might carry sins from their ancestors to the new world.

Yom Kippur is also a day of redemption, and it refers to God redeeming the Israelites from their various exiles, not for sins against another person. There is a custom to wear white on Yom Kippur since it symbolizes innocence and purity. This year, Yom Kippur began at sunset on October 11 and lasted through sundown on October 12. Five days

later, there was another Jewish holiday, Sukkot. On Sukkot, wish your Jewish friends a “Happy Sukkot” and an easy fast for Yom Kippur.



“Kotel in Jerusalem” -Hannah Epstein'18

experience is fasting. As the Talmud says, one may not feel up to confessing after a large meal. However, Jewish people are allowed to have a large

How a Halloween Horror Show Could Turn Into Scary, Sidesplitting Fun!

by Annabel Kusnitz '20

As the stores begin to stock up on candy, props, and overly expensive costumes, it could only mean one thing; that Halloween is just around the corner! Halloween may be a great time to stock up on that yearly supply of candy, but a lot of people are more excited about the Trick in “Trick or Treat”. So, to satisfy their thirst for adrenaline, haunted houses are opening up all over the country this month. “But, haunted houses aren't really scary,” says one freshman interviewed. “Sure, they might give you a quick scare, but we all know they're not real”. But with new and improved technological advances, these shrieking shack's can be turned into real, immersive experiences. Here are a few reasons why!

During the hunting season, the number one tip to making a haunted house scary is immersion. Without immersion, a haunted house would just be a bunch of props and people dressed in costumes. For example, a popular way to establish immersion is using virtual reality. These horror attractions utilize virtual reality by using special, virtual reality headsets to put you in a horror-filled situation. But, because virtual reality headsets are expensive, an alternative way to immerse the audience is to put them there physically or mentally. This means making your set detailed and interactive so people can get up and close, or using tropes such as being in a pitch-black room, because all humans have a primal fear of the dark that puts them on edge. In fact, a fear of the dark is what leads to another popular form of the haunted house; the

blackout. The blackout involves being in a pitch black room or area, and then being “attacked” by people hiding in the dark. Without these important aspects, haunted attractions wouldn't be the same.

So, if you're interested in making or experiencing a haunted house, take into account how much work goes into them. Lots of times, over hundreds of people are used as actors and each of them all need frightening costumes and props.

In addition, if you plan on constructing a haunted house, you would need to rent out a space and assemble the scenes and settings for your attractions, usually using special lighting, smoke machines, and other technology. As long as you are ready to be scared, then go out and have a little fun in this true month of terror!

The Benefits of Yoga

by Jasmine Moon'17



Pictured: Joyce Zhang '20

Namaste! Ever wonder why so many people engage in yoga? Wonder what benefits yoga has for you? Do you want to get involved with yoga at Amity, but you just don't know how? Read on and you will find out!

Yoga is healthy. Countless studies conducted in the past show that yoga can help relieve certain illnesses such as a cold, flu, or body pains. Yoga also improves one's diet, sleep patterns, and other healthy lifestyle practices. In fact, performing yoga can even significantly reduce stress and improve

stress management (C. Chong, et al., 2011). This kind of exercise can even strengthen the mind! Additionally, yoga can reduce depression and heartache.

Yoga is immensely fun. Like other physical activities, there is a sense of accomplishment and satisfaction when completing a session of yoga. You can always count on yoga to be different and entertaining because there are a myriad of different meditations and exercises to perform. The gentler form of yoga is called Hatha. Hatha is best for beginners as it requires slowly practicing yoga positions that will improve posture. On the other hand, Yinyasa is a more dynamic practice of yoga that combines controlled breathing and dance-like movements. This form will definitely raise your heart rate! Kundalini is both a physically and mentally challenging practice where one performs difficult workouts while engaging in intense break work. The goal of Kundalini is to reach the energy buried inside of a person and to increase self-awareness for that person. There are so many more types of yoga; there are always different forms to try!

Yoga is everywhere. This incredibly beneficial activity has made a presence at Amity. The Yoga Club has been started last year in order to spread the love of yoga throughout the Amity community. As explained by Amy Chen '17, “[In yoga club,] we generally start off with basic exercises and then go to more advanced yoga. We don't do hot yoga because that is really challenging. But, it doesn't matter about your skill and ability: whether flexible or just improving yourself, you find your passion because everyone has a place

here. We are all unified because we all love yoga.” Yoga at Amity has also had very beneficial effects on students. Maggie Reames '17 says, “I like Yoga club because yoga is calming. It's quiet and you're around people with the same goal: to relax and get stronger. It's a way to let out all your energy. It even helps you fall asleep, so it's just a calming way to make yourself stronger and feel better about yourself.”

Yoga evidently can help students with not only their overall mental well-being, but also with helping their sleep cycle.

There are many places to practice yoga in the BOW community. In Bethany, you can practice yoga at CrossFit Bethany. This is a gym in which you can build a series of workouts for your body. In Orange, you can practice yoga at the Dharma Yoga Center, where the focus is to teach yoga by the principles set by Sri Dharma Mittra. Mittra dedicated his life to teaching yoga and to improving people's wellbeing, so taking a class with him is a must-do! In Woodbridge, you will be able to practice yoga at the Thrive Chiropractic and Wellness Center. Along with chiropractic services, the Thrive Chiropractic and Wellness Center offers workshops in massage, acupuncture, martial arts, personal training and much more! The yoga workshop is coming very soon to the center, so that many more people will be able to experience the amazing activity of yoga!

Yoga not only better one's physical well-being but also maintains one's mental state. Try yoga out for yourself, whether at Amity or in your community- you will not regret it!

New At Club Day...

by Bailey MacNamara '17

This year at club day on October 5th, many new clubs made their debut to the Amity student body. The Feel the Music Club was started in order to create a less stressful environment and foster positivity in the hallways. By joining this club, students will have the opportunity to help choose the music that is played in between periods on Fridays. Another new club at Amity is the 365 Day Hero Project. The purpose of this club is to help support and raise awareness for service members every day, not just on Veterans Day. This club is a great way for Amity students to reach out to those who have helped protect our country. They hope to organize monthly projects, including creating care packages and other volunteer efforts.

The club Umtr was also introduced to Amity this school year. The Umtr movement's mission statement is "Umtr is a community of young adults leading a movement to change

the story of bullying, depression, and suicide to compassionate culture where everyone matters".

The goal of the club at Amity is to help the Umtr Movement and raise awareness within the school community to inform students of bullying and suicide. In addition, they will provide help



Pictured: Hannah Rappaport '18, Co-President of Environmental Club

for students who need it. Throughout the year, the club plans to participate in multiple events in order to raise money for the movement. They will also be working with the Health Department to bring awareness to the topic within the hallways of the school. It is great that Amity has so many clubs to offer and the number is growing each year.

Clubs are an excellent way for students to get involved and help the community. There is a club out there for everyone and if there is something students don't see and would like to “make it happen”, all they need to do is start a new club.

Coping With Stress

by Aviva Green '17

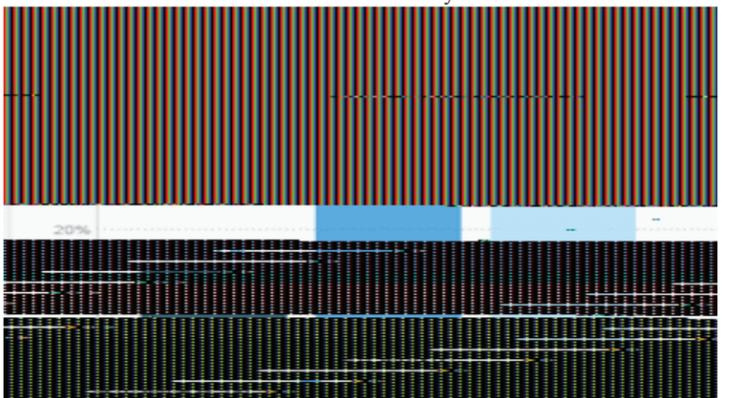
Stress in high school makes its way into everyone's lives one way or another. Whether it's difficult classes, hours of homework and studying, applying to college, too many extracurricular activities, work- the list goes on- stress can cause lots of problems for high school students. According to an online survey conducted in 2013, 27% of teenagers reported they experience “extreme stress” during the school year. The article outlined how long-term stress can cause both mental and physical problems including lack of sleep, lack of exercise, and poor eating habits. As a result of this stress 40% of teens report feeling irritable and angry, 36% report feeling nervous or anxious, and 33% report feeling overwhelmed, depressed, or sad. Therefore, finding ways to cope with and alleviate this stress is very important.

One way that people practice to reduce stress is using mindful breathing. In an article in the Huffington Post, “How to Use Mindful Breathing to Reduce Stress”, mindfulness was outlined as a means of becoming aware of your thoughts and habits. The article says that the instinct to react to stress and anxiety only worsens the problem, but by using mindful thoughts and breathing you can bring awareness to your situation and reduce the stress you are feeling. To practice mindful breathing, you focus on taking deep breaths, breathing in and out rhythmically. While you are taking

deep breaths you focus on beginning to accept your circumstances, which allows you to take steps forward to change or reduce the stress in these circumstances. Aaron Baker, a Shield Healthcare Spinal Cord Injury Lifestyle Specialist, suggests creating a daily practice of mindful breathing to give you a new tool of facing anxiety and stress in your life.

Many of the ways we combat stress were developed based on scientific evidence. There are various alternatives to mindful breathing, such as listening to music to trigger biochemical stress reducers, laughing to reduce to physical effects of stress, exercising to produce endorphins, chewing gum to reduce cortisol levels, and hugging it out to reduce blood pressure all to alleviate stress levels and the symptoms of stress. Dealing with stress can either be done with immediate action or long-term prevention, but a combination of both will be the most beneficial.

Whether it is mindfulness and mindful breathing or any other method, finding a way that works for you to reduce your stress and anxiety is crucial in facing the many stressors you might experience. Taking the time each day or even once a week to de-stress and relax can help you re-energize and calm down after a long, hard day or week. It can also prevent the ill effects outlined earlier that come from prolonged stress. Try getting creative with finding the way that works for you to de-stress like senior Katie Handler who says “I like to curl up in blankets and pillows with my cat and drink warm tea.”



Reported student stress levels in the past month. Harris Interactive for the American Psychological Association, Aug. 2013 Online Survey of 1,018 U.S. teens (aged 13-17)

THE 2016 PRESID

The 2016 U.S. Presidential Election is on Tuesday, November 8. As the date approaches, the presidential election cycle has continued to be dominated by an overuse of the media, framing, and mud-slinging, enveloping stances on the candidates in bias and uninformed justifications. Included in this centerspread are polls, summaries of the first two presidential debates, and objective looks at the candidates' credentials and stated policies.

Presidential Debate #1: 9.26.2016

Hofstra University hosted the first presidential debate of the 2016 election on Monday, September 26, 2016. Significant controversy surrounded it, much like the presidential election itself, as many protested the fact that neither Libertarian candidate Gary Johnson nor Green Party candidate Jill Stein was allowed to be on the debate stage since they didn't meet the required 15% threshold.

Nevertheless, the debate was between Democratic candidate Hillary Clinton, and Republican candidate Donald Trump; the moderator was Lester Holt, the anchor for NBC Nightly News and Dateline. There were three sections: Achieving Prosperity, which concerned the American economy; America's Direction, which concerned social issues; and Securing America, which concerned national security and diplomacy. It went fairly smoothly for the first seventeen minutes, until Donald Trump began his first series of interruptions. According to Vox's Sarah Frostenson, Clinton interrupted Trump 17 times, and Trump interrupted Clinton 51 times. Throughout the debate, Holt did little to prevent interruptions,

and, according to The New York Times, "opted to lie low."

The two candidates also made numerous dubious assertions, according to Fact-check.org, with Trump's claim that Hillary Clinton started the birther movement during her 2008 campaign (as well as bragging about getting Obama to release his birth certificate). He also claimed that Clinton has been "fighting ISIS...(her)... whole adult life," and that he "was against the war in Iraq" from the beginning. Both statements have been disproven on record on multiple occasions (Huffington Post).

Overall, Hillary Clinton's speaking tended to consist of formulaic statements, often with an introductory explanation of the problem, her stance, and a synopsis of her intended solution. In essence, she tended to focus on what she intended to do, and why she had the qualifications and experience to do so. Donald Trump, however, tended to rely on hyperbole and emphasis, mainly using simple, fluid ways of speaking. He repeatedly highlighted that Clinton's many years in politics indicate her inability to accomplish such goals if she becomes president.

Pundits seemed to agree that Hillary Clinton won the debate. However, controversy seemed to arise, as Trump claimed he was given a faulty microphone.

Perhaps the biggest controversy from the presidential debate began when Hillary Clinton brought up former Miss Universe Alicia Machado, a woman Trump embarrassingly insulted. Afterwards, Trump and his surrogates would reiterate their attacks on Alicia Machado. In addition, he engaged in an early morning tweeting series, in which he intensified on his claims that Alicia Machado gained too much weight, stated that Bill Clinton's infidelities were now fair game, and claimed that Alicia Machado had a sex tape (this claim is unconfirmed and disputed) (CNN).

Overall, the debate stirred up far more controversy, rumors, innuendo, and falsehoods than most previous debates, which leaves many to wonder what the next debate, and its fallout, will be like. Read "Presidential Debate #2" to find out if the second debate followed the same manner as the first.



Flags covering the National Mall (https://en.wikipedia.org/wiki/Flag_of_the_United_States)

<http://www.forbes.com/election-2016/#44f459f57eb8>



Presidential Debate #2: 10.9.2016

On October 9th, 2016, Hillary Clinton and Donald Trump had their second presidential debate at Washington University at St. Louis. The moderators were Anderson Cooper and Martha Raddatz, who, unlike Lester Holt, the moderator of the first debate, utilized a more controlling approach since it was held in a town hall format. The main questions came from audience members who were undecided voters, and follow-up questions came from the moderators.

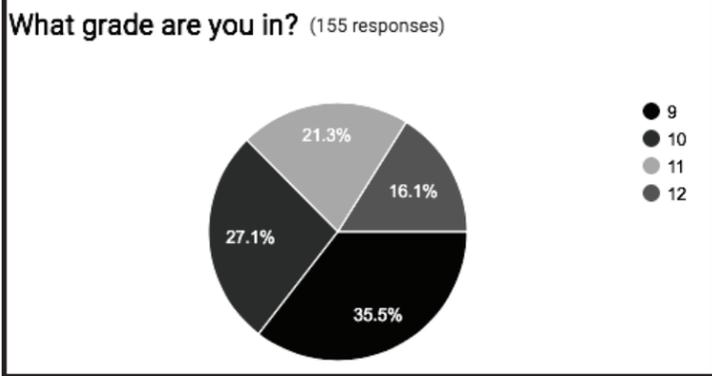
It started out with an unusual lack of civility, when both candidates refused to shake hands when they first entered onto the stage. The first question concerned whether the candidates were modeling appropriate and positive behavior for today's youth, providing a transition into discussion of Trump's now infamous leaked audio commentary. Anderson Cooper stated that it was indeed "sexual assault" (New York Times). Trump's rebuttal was that Anderson himself did not understand and that his comments were "locker room talk" but then failed to elaborate further (New York Times). While Trump made several controversial remarks and followed his opponent around the

stage, Hillary Clinton presented some statements that were not completely factual.

The candidates maintained their traditional speaking style; Hillary Clinton used a formulaic approach with an introductory acknowledgement of the problem the moderator presented, followed by her solution. By contrast, Trump used a fluid approach to his statements, and the occasional tangential and impromptu remarks. Yet most polls show that Hillary Clinton won the debate.

Social media erupted in favor of Ken Bone, whose iconic red sweater took social media by fire. His question, concerning how the candidates would combine energy efficiency and environmental concerns, focused on a very important topic that the next president of the U.S. will need to address, and Bone received tremendous praise throughout the country. As a result, he was invited to numerous interviews, and during all of them, he wore his famous red sweater.

While this debate's fallout was not as severe or elongated as the first, many still worry that it has set the tone for a perhaps even more explosive third debate.



A poll was sent out to all students (it was sent to all history teachers who were asked to share the link with their students, and it was also sent on the Student Happenings newsletter). Our poll collected 155 responses, so even though it does not represent the entire student population, we hope it provides some insight. Below are the results:

Grade (top left chart)

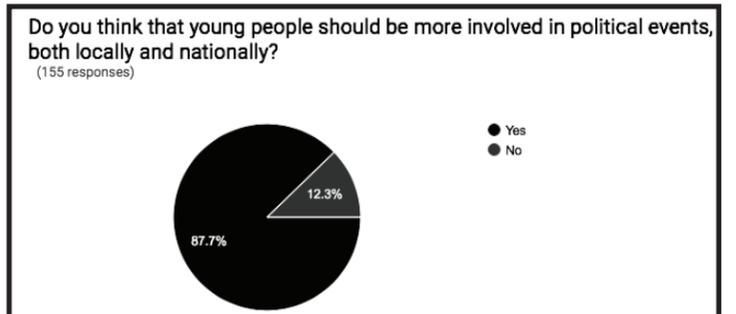
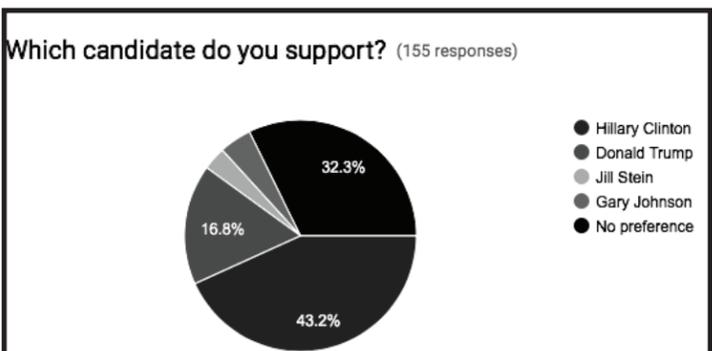
35.5% were 9th graders, 27.1% were 10th graders, 21.3% were 11th graders, and 16.1% were 12th graders.

Which candidate do you support? (bottom left chart)

43.2% (67 students) support Hillary Clinton, 16.8% (26 students) support Donald Trump, 3.2% (5 students) support Jill Stein, 4.5% (7 students) support Gary Johnson, and 32.4% (50 students) have no preference.

Do you think that young people should be more involved in political events? (bottom right chart)

87.7% (136 students) said yes, and 12.3% (19 students) said no.



Centerspread Editor: James He
Centerspread Writers: Jake Hollander, Himay Dharani

ESSENTIAL ELECTION

MEET THE FINAL FOUR:



HILLARY CLINTON, the Democratic candidate in this election, has further been portrayed in the media regarding her scandals and subsequent investigations over the past two years. Again, a look at her policies is perhaps the best judge of whether she is a fit candidate for president.

IMMIGRATION: Her policies regarding immigration are a direct juxtaposition of those of Donald Trump, as she promises a path to “full and equal citizenship” and the goal of naturalizing as many illegal immigrants as she can so as to not split up families.

ABORTION: Furthering the differences between herself and Trump, Clinton states she plans to roll back the move to defund Planned Parenthood and instead work to stop government interference of these critical issues.

SECOND AMENDMENT/GUN CONTROL: Clinton follows in line with the Obama administration’s stance on fighting the gun lobby and establishing “common sense reforms,” including the implementation of more comprehensive background checks to keep guns out of the hands of “terrorists, domestic abusers, and other violent crimi-

nals.”
ISIS/TERRORISM/FOREIGN POLICY: Her policies regarding ISIS and terrorism across the world are similar to those of Donald Trump, as she plans on defeating these groups entirely. In opposition, however, is her desire to enforce the Iran Nuclear Deal and strengthen relationships for America across the globe.

ECONOMY: Regarding taxes, the economy, jobs, and the national budget, Clinton wants to alleviate the strain on the middle class by eradicating the corporate loopholes that allow some upper class members to not pay taxes.

Additionally, she wants to raise the minimum wage and believes her renewed support in the clean energy industry will add a booming industry to the American job market. Finally, these closing of loopholes and bringing in the government more revenue, she claims, will be able to pay for her plans of alleviating stresses of paying for incredibly expensive educations and switching to clean energy as a nation.

ENERGY/ENVIRONMENT: Regarding energy and the environment, Clinton has a comprehensive plan laid out till 2020 for the nation to move towards a cleaner alternative, such as

establishing 500 million solar panels nationwide. Additionally, she wishes to stop the fossil fuel industry from drilling in the arctic and the gulf, and further incentivize companies who switch to clean energy policies.

Overall, her policies are a continuation of the Obama administration with a little switch to the left due to the influence of Bernie Sanders’ supporters during this election cycle.

Sources:
Image: https://en.wikipedia.org/wiki/Hillary_Clinton
Information: www.hillaryclinton.com

LIBERTARIAN GARY JOHNSON has been viewed as the in-between of two evils during this election season. Despite this image, his polls took a hit when he failed to answer important questions regarding foreign policy in Syria, specifically in the city of Aleppo. Despite this, few people are actually familiar with his policies. As such, a look at his official stances is important before judgement.

IMMIGRATION: Johnson’s views about immigration align with those of Clinton; he believes that the deportation of 11 million illegal immigrants costs way too much for the federal

government and is completely unfeasible. He proposes a two year waiting period for illegals to obtain work visas so that they can contribute legally to the American economy.

ABORTION: In correlation with common libertarian views, Johnson states that the government should have no say in whether a woman can have an abortion or not, as it is a personal matter. Furthermore, he says Planned Parenthood has done much good but the government should not be funding any abortions.

SECOND AMENDMENT/GUN CONTROL: Johnson cer-

tainly disagrees with Democrats’ gun control reforms; he states that the carrying of firearms will—in general—reduce crimes and mass shootings. Additionally, he says that using the no-fly list, an error-prone system, to hinder from carrying is wrong. The mentally-ill and their treatment, he says, is of paramount importance in this issue.

FOREIGN POLICY: Regarding foreign policy, he is vehemently against more foreign interventions like that of the one in Iraq. He supports our support in the UN and NATO, but he does not believe we have any responsibility to continue

overextending our stays in many regions.

ECONOMY: The economy, jobs, the national budget, and taxes are approached by Johnson in a very classical libertarian sense. He wants to reduce federal income taxes, reduce the national budget by 43%, stop the move to increase minimum wage, and reduce long term unemployment benefits, essentially all in favor of stimulating the business owners.

ENERGY/ENVIRONMENT: His policies regarding energy and the environment are also hardline libertarian. He is in favor of climate change energy

reform actions, but of the idea that any of it should be done by the federal government. Additionally, regarding the environment, he wants the US to allow states to address the issues by themselves.

Johnson’s ideas are a mix of the Democratic and Republican views, further solidifying his libertarian backing.

Sources:
Image: https://en.wikipedia.org/wiki/Gary_Johnson
Information: www.ontheissues.org/default.htm

JILL STEIN has been minimally discussed this election cycle. She has remained at a polling of under 10%, but after the end of the primary season, she gained much vocal support from former Bernie Sanders supporters. Many of her policies, those commonly accepted by the Green Party, are similar to those of Sanders.

IMMIGRATION: On the topic of immigration, Stein takes a strong moral argument and claims that fear-mongering and a war on immigrants is ethically wrong. However, she does state that her plan for full citizenship for illegal immigrants is limited

to those who have not committed a crime.

ABORTION: Regarding abortion, Stein is directly in line with Clinton and the Democratic party, as she declares her full support for the right of an abortion and the federally funded Planned Parenthood. Additionally, she wants to fund stem cell research, an endeavor from which past administrations have shied away.

SECOND AMENDMENT/GUN CONTROL: Stein is vehemently opposed to guns due to the success of their ban in Australia

and the subsequent decrease in mass shootings and fatal crimes. However, she argues that her policies regarding gun control in this country will yield a better reduction of the violent culture.

FOREIGN RELATIONS: Stein’s stances on America’s role globally is more of a reduction of American influence in the Middle East. Furthermore, the constant meddling of the US in other nations’ affairs establishes America as a world police.

ECONOMY: Essentially, Stein agrees with the stimulus packages of the Obama administra-

tion in response to the economic crisis, yet she further encourages a greater resistance of Wall Street. She hopes to triple the taxes on the rich, making the upper class “pay their fair share.” And regarding jobs, she proposes that those who need liveable wages receive those wages, not just minimum wage. Overall, she hopes to address the income inequality and solve the economic crisis that began at the end of Bush’s administration. A member of the Green Party, Stein is directly against the use of fossil fuels and fission power plants, both of which are incredibly harmful and dangerous to

the well being of the nation. She desires an immense analysis of the effects of our energy and food consumption on the nation’s environment. Stein also wishes to bridge the gap between the economy and the environment so that they work to help each other, not hinder.

Overall, her plans are liberal, thus, proving her status as the Green Party candidate.

Sources:
Image: https://en.wikipedia.org/wiki/Jill_Stein
Information: www.ontheissues.org/default.htm

DONALD TRUMP is perhaps the most commonly discussed man in the last two years, the media hounding his every word and sentence and spinning them into top-selling headlines. Therefore, taking a look at his policies is perhaps most important out of all of these candidates, as there is much confusion.

IMMIGRATION: His immigration policies state the importance of securing laws at both the physical borders and in the American job market. Trump’s policy regarding illegal immigrants is more or less of an “ap-

prehend and deport” more than anything, but he expresses the significance of accepting those who go through the legal immigration process which includes “extreme vetting.”

ABORTION: On the topic of abortion, Trump states that he values life over any other fundamental right and is opposed to abortion except in the case of incest, rape, or danger to the mother’s life. In addition, he plans to defund Planned Parenthood or any other federal attempt at subsidizing the cost of an abortion. In line with the

recent Republican stances on gun control, Trump lends his absolute support to the right to bear arms and suggests that the nation address the prosecution of violent crimes and the problems of gang violence in cities. He also states that he wants to remove the mentally-ill from harmful environments.

FOREIGN POLICY: Situations regarding foreign policy are mainly steps in the conflictory state against Iran and the recent nuclear agreement as well as hard action against terrorism from the Middle East.

ECONOMY: Trump’s policies regarding jobs, the economy, taxes, the budget, and healthcare are mostly for reducing the taxes, lessening the outsourcing of jobs to other regions of the globe, and lower wasteful government spending as a whole, thus dismantling Obamacare. Despite this, his policies regarding Medicare and social security are that they will remain untouched.

ENERGY/ENVIRONMENT: His energy and the environment policies mostly state that the United States should move to exhaust itself of resources in the

search of creating more jobs in the fossil fuel industry. However, he wishes to maintain the national environmental standards but reduce EPA regulations.

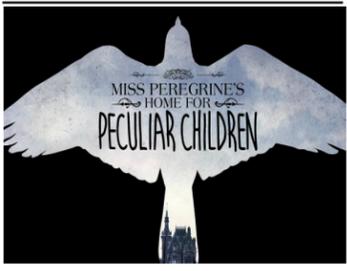
Overall his policies reflect a growing trend in Republicans to move further right on the political compass.

Sources:
Image: https://en.wikipedia.org/wiki/Donald_Trump
Information: www.donaldjtrump.com

Student Movie Review:

Miss Peregrine's Home for Peculiar Children

by Tyler Jennes '17



For nearly two decades, director Tim Burton was in the top echelon of directors. When it came to offbeat fantasy dramas, he was the go-to guy. He stunned us with worlds of outstanding intrigue, layered character, and creative stories. Miss Peregrine's Home for Peculiar Children is not one of them.

From what I've heard of the Ransom Riggs novel, it sounded like a goldmine for Burton. So what happened? This almost feels like a movie by a Tim Burton impersonator and not something you'd see in his actual filmography. I would argue that the year 1996 was when the signs started showing that Burton was losing his edge, with Mars Attacks being his first majorly divisive film. Before that, he was delivering hit after hit, with works like Beetlejuice, Batman, and Edward Scissorhands, to name a few. But ever since Mars Attacks, he's been almost the perfect example of hit or miss. For every Big Fish or Sweeney Todd, you have a Planet of the Apes or Alice in Wonderland.

My major issue with Miss

Peregrine is the main character, who's about as interesting as a used napkin. A part of me feels bad for actor Asa Butterfield, who has proven in the past that he can, in fact, give a good performance (ex. Hugo). It really boils down to the shoddy material he was given. The reason why so many of Burton's earlier films are so memorable is because of the title characters – Edward Scissorhands, Pee-Wee Herman, Batman, etc. They all have clearly shown personalities and quirks. The only thing I can remember about Asa's character is a terrible American accent.

Now we move on to the vague semblance of a story. It's generally okay for the first half hour, which sets the story up to be a type of adventure film with monsters to ramp up the intrigue. But once Asa meets the eponymous Miss Peregrine, the whole plot goes sideways. Why does no one get that time travel is nearly impossible to handle properly? Even Back to the Future took an entire trilogy to fully establish its universe's rules. Unfortunately, Miss Peregrine is ungodly convoluted, so the instant the audience starts understanding the film's rules, they add another one that muddles it even further. And the massive plot-holes certainly weren't helpful.

Now for some positives. Samuel L. Jackson is delightful in this movie. Essentially, he read the script, saw how half-baked it was, and decided to overact his scenes. He just acts so silly in the film that every time he shows up,

the scenery gets a thorough chewing.

Of course, Dame Judi Dench is perfect as always, and I would have liked to have seen more of her character.

Lastly, we have Eva Green's Miss Peregrine. Ever since Casino Royale, Green has had a knack for stealing every scene she's been in. Movies like Sin City 2, 300: Rise of the Empire, and Burton's Dark Shadows were practically only worth watching for her performance. I would love to say that's true here, and it mostly is. While she gets an astonishingly limited screen time for a title character, she does make the best of the scenes she does appear in. With her show Penny Dreadful now over, it'll be interesting to see what she takes on in the future. So from an acting perspective, most of the adults give solid performances, with a shout-out to Terence Stamp for a short but commendable performance as Asa's grandfather.

So now for the main question – is this film worth seeing? Well, that's kind of a loaded question. If you're someone who's looking for a good time-killer, just try not thinking about the plot too much and you'll be fine. If you're someone who loves everything Burton's ever touched, Charlie and the Chocolate Factory included, then you'll love this movie. But if you stopped liking Burton's works after, say, Ed Wood, then I'd keep away from this movie and just wait until November for some quality films.

Final Verdict: 4/10

Our Town Rehearsals Begin

by Kelsey McCormack '17

This year, Amity's fall play will be *Our Town* by Thornton Wilder. This metatheatrical play follows the lives of the citizens of Grover's Corners, a small American town, in the early 1900s. Auditions were held in mid-September, and almost 50 students auditioned. In the end 19 students were cast. This is larger than some of Amity's previous plays, and has allowed for more students to get involved.

Rehearsals started the last week of September. Students first read through and discussed the script, then watched a recording of a performance of the play. Jacob Okolo, senior and stage man-

ager for the show, said that, "We came together for the first week to read through the script and talk about what we thought about the show: our initial impressions, what we would do if we were in the positions of some of the characters, and what we thought was the motivation behind different characters' actions." Joyce Lin, a senior and cast member, said that, "The whole week was just for us to get to know *Our Town* better and to get acquainted with it."

Our Town takes place in the early 1900s, but, "is supposed to be timeless," according to Okolo. He continued saying that, "We're trying to avoid any very obvious reference to time." *Our Town* also has some music in it, something

that is uncommon in Amity's fall plays. While the play itself isn't a musical, a few parts of the play have music in them. "There are a few scenes that require singing, like a wedding," says Okolo. This will mean that students have to work on music as well, and start choir rehearsals soon.

So far, rehearsals have been going well. "It's a good mix of people and I can tell that we're all going to get along well," states Lin. Okolo says that, "The show is very different than ones that we've done in the past. The message isn't as clear or in your face; it's a show that'll make you think about life in general." The play will be presented this December to the school as well as the public.

Bowls for Mankind

by Katherine Handler '17

The National Art Honor Society will be hosting its annual "Bowls for Mankind" on October 21st from 5pm to 7pm.

Students may recognize this as the same night as the opening

performance of Music and Motion 2.0, which follows the culinary arts event at 7:30pm. The art department strategically scheduled the two events to be on the same day in an effort to bring the different arts together. The hope is that parents and students seeing Music and Motion will stop by the art fund-

raiser to enjoy a bowl of soup made by culinary students under the leadership of Chef Hans.

"I don't know the specific types of soup yet, but there is always a vegetarian option," said Jessica Zamachaj, advisor of NAHS.

Bowls will be \$10 each, but they come with soup and a side of bread (donated from Julia's Bakery and Chabaso Bakery). Zamachaj explained some parents are more generous and give up to \$30 for one. There is no cap on how much may be donated. The money is donated to the New Haven Soup Kitchen.

Last year the event raised \$1600, and they hope to collect even more this year. "It's a much bigger event this year," Zamachaj explained.

Students have made 166 bowls over the past few weeks. While students not affiliated with the art department have been welcomed in to help make the bowls, the majority of the helpers are art students. Bianca Gibbons-Morales '17, a member of the National Art Honor Society, was excited to be given the opportunity to "make a lot of bowls. It was fun to experiment and get creative with the styles and colors. I improved so much over the course of just a few weeks!"

Although students are eager to help with making the bowls, the process is not quick. Gibbons-Morales explains that each bowl needs to be first created on the

wheel, fired in the kiln, glazed with three coats, and then fired in the kiln a second time. It has been an ongoing process for the last few weeks.

Students who have helped prepare for this event urge their friends, family, and other members of the community to come

out and enjoy a bowl of soup. Zamachaj says this event is a great tool to teach students and the rest of the community that there are people who cannot afford a meal. They hope to provide as many meals as possible.



Small selection of crafted bowls.

In addition to "Bowls for Mankind," the art department has been busy raising money through their annual calendar sale. The money goes directly to the National Art Honor Society, which then uses the money to fund various events throughout the year such as "Bowls for Mankind."

Charlotte Gorham '17, president of the National Art Honor Society, explains that the society needs money at the beginning of the year to be able to host a wide variety of events, which is why they start with the annual district calendar sale. "I think it's a good way to start up the honor society for the year."

Every spring, art students are given the opportunity to submit their artwork from the year to the calendar. 2-D art and 3-D art are always featured. This year the calendar featured art by Joyce Lin '17, Hannah Rappaport '18, and many other students. They raised over \$700 from the sales this year. "We sold one to every single teacher this year," Gorham exclaimed. Last year the money was used to purchase new racks to put more art on display throughout the school.

Although the calendar sale has already ended, art students and faculty encourage others to support the Amity art community as well as the local soup kitchens. "It is always a great evening with homemade soups and bowls, friends, and now music! Everyone should come and support the fundraiser!"

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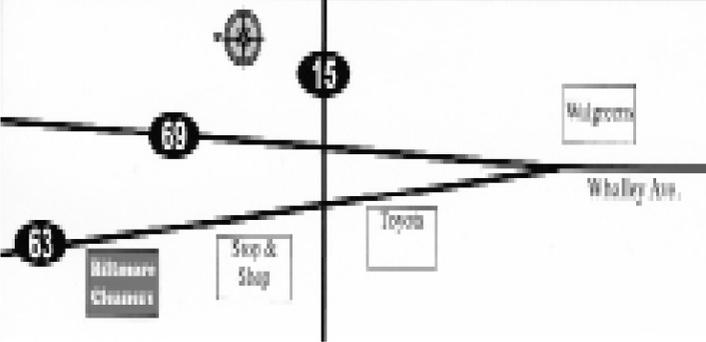


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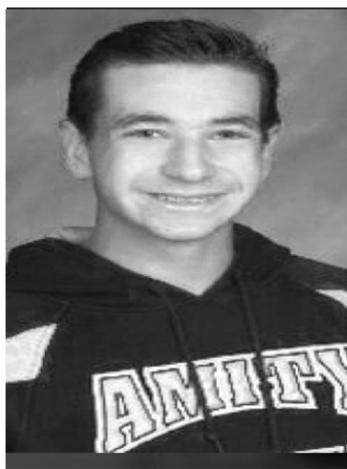
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Student Excerpt: Welcome to Purgatory

by Josh Crow '17



Message from the author:

So, I'm Josh Crow and recently, I was struck with the insane idea to write a story. After about 14 hours of work, I have come up with a solid origin for my characters and am now in the process of creating an actual story for them. The story is about a journalist who becomes a super hero and how he goes from being a hero to one of the most broken people on the planet. This chapter here is the first part of the story, which shows my main character as a damaged man, far from what a former hero should be like. It serves as an introduction to the character's views and current stance on the world. While I don't claim to be Mark Twain or JRR Tolkien, I sincerely hope that anyone who reads it finds it entertained, either because it's a good story or a laughably bad one.

Excerpt:

I'd say good evening, but it's anything but.

Come to think of it, tonight has been a downright awful evening.

My shrink says talking about my problems is a good way to "express myself" and "get out the emotions". As if I'm just some average joe who can talk out their problems. My problems don't come from superficial vanity and suggesting I use the same method to cure myself is like prescribing a band-aid to a head wound. The doctor's an idiot. They all are in this place. But I needed to get away from where I was, so I took my first opportunity and left. I wish I had just let the train hit

me instead of getting on it. Then again that wouldn't have done much for me.

Well just 'cause she's a moron and her methods suck doesn't mean it isn't a little enjoyable. I really do enjoy droning on about myself, but my true calling is writing. I've won a Pulitzer for my work exposing government corruption and now have my own section in the Washington Post with a strong following of loyal readers. A normal person who spent their life exposing rich and powerful people might be worried for their lives. I don't care. No one they send stands a chance anyway and even if they did, I'd probably just welcome death. But I digress. This here is my attempt at self-examination and introspection, my life told to you through my own eyes. You're in for a real treat.

I feel as if I've been hit by a bus. Yes actually, but I meant it a tad more figuratively. My life has spiraled right down the drain, rapidly dragging me down into the depths of Hades. When I got here, I used to come up to the top of the building occasionally for fun. Lately though, I have been going to the roof of my building with increasing frequency, staring out across the cityscape, listening to the roar of the metropolis below. All the way up here, it seems so distant, so small. I look down into the streets, contemplating what a laughably pathetic life I have had. I was no one and I wanted to be someone and now I'm someone who wants to be no one. My life has become so devastatingly monotonous, I can barely stand to get out of bed in the morning. Day after day of writing about the same thing: government corruption, bureaucratic inefficiency, partisan gridlock. Heck, at this point, I would welcome nuclear war with Russia, just to change the mood.

But I can't.

I'm stuck here. Working for this wretched city, part of the exercise in futility that is trying to help people and keep them safe from forces beyond their control. I spend my days tirelessly vigilant, seeking out the corruption that festers throughout the city. You probably think I'm some sort of "superhero" like the ones that appeared in New York awhile

back. Not anymore. I'm just a journalist, a rat that listens and watches, before shining the light upon those who would use their power to hurt the citizens of this city, which is pretty ironic now that I think about it. I may be abnormal but I'm certainly no hero. The only person my powers serve is yours truly. They just serve me making sure don't do something stupid and die. It keeps me alive, like I'm hooked up to life support, unable to truly live, but unable to escape to death.

Like the accident with the bus this morning. I just stepped nonchalantly off of the crosswalk, completely failing to notice the Greyhound barreling down the street, right into me. As you would expect, the bus folded around me like cardboard, which is quite frustrating. I'm sure you can't relate but being hit by a vehicle is pretty insulting. I blasted the twisted metal shell away from me with a shockwave and then ripped the bus door clean off, pulling the driver out by his seat and flying him away from the wreck as it exploded into shrapnel. Before it could strike anyone, I sent a blast of lightning that chained to the other pieces, incinerating them all into dust just as they reached the crowd. The pedestrians and drivers alike stood still, transfixed by the incredible scene that had just unfolded in front of them. I surveyed the crowd to make sure no one was harmed before rocketing away and flying the rest of the way home. There was a time I would be afraid they would try to hunt me down, try to hurt those I love. Joke's on them. I don't have anyone I love.

And now I'm here, steeped in self-loathing, unable to escape what I am, unable to embrace it. My past is in the slow and destructive process of drowning my future, strangling me and ruining my existence. It's like the guy Prometheus. Every day, I am tortured and every night I am healed, so I may repeat the process over and over again. So now you get to listen. You get to find out why I hate my life and why a man who has it all could have lost so much.

Editor's Note:

If you would like to submit your own work to be featured, please email it to amitytrident-newspaper@gmail.com. Happy Writing!

Artist of the Month: Jamie Unger

by Karriane Canfield '17

The artist of the month for October is senior Jamie Unger, nominated by Amity art teacher, Christina Ruenhorst. Jamie started art classes at Amity her

put a lot of emotion and energy into her work.

When it comes to the inspiration for her work, she says, "I'm always inspired by Buddhism, nature, and other spiritual values. I love to paint what I see and feel."



18"x24" acrylic painting of Bobby Weidig (Class of '15, who passed last December) on canvas, painted by Jamie Unger '17

freshman year and hasn't stopped since, although she has been doing art as long as she can remember and "used to draw people as potatoes with stick arms." Nowadays, Jamie has moved onto more complex pieces, fascinated by abstractism and exploring the world of expressivism.

She's been known to mix things up, once even using string on canvas to mimic the winding effects of hair.

However, Jamie still recognizes that "one of [her] recurring themes is [her] realistic pieces". Whatever the style, she is sure to

These ideas are almost always evident in her pieces, which draw in the viewer and allow them to individually interpret their meaning, something the artist feels is important. Her new perspectives and techniques are powerfully matched by her creative mind and skillful practice.

Currently enrolled in both AP Studio Art and Honors Art, Jamie has been hard at work in and out of the school, constantly proving her talent and continuing to amaze and inspire everyone she encounters. Keep your eyes on the walls for her work!

Meme of the Month: Submit Your Memes Today!

by Himay Dharani '17 and Nikzad Khani '17



Thanks to all you readers who submitted your entries for last issue's caption contest! Here is the winning meme, submitted by Emily Criscuolo.

For the next meme of the month, we're having a con-

test for the best Thanksgiving-themed meme.

Send us your original work, that is school appropriate at johnthomasgopher@gmail.com and you could be featured in the next issue of the Trident!

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October Spartan Athlete Spotlight: Kathleen Walsh and Brooke Matyasovsky

by Anthony Tom '19

Trident writer Anthony Tom sat down with Senior Captain Kathleen Walsh ('17) and Junior Captain Brooke Matyasovsky ('18) to get an inside look into the leadership roles on the volleyball team.

Q: How long have you been playing volleyball?

Kathleen: I've played since 6th grade, at the CT Junior in Woodbridge and played all through middle school and high school. I do travel as well.

Brooke: I started in 7th grade at the middle school and I do camps and CT Juniors as well.

Q: Why do you enjoy volleyball so much?

K: That's a hard question, I like everything, the games, the practice, and everyone I meet.

B: The bonds.

Q: What is the draw and attraction to your sport?

K: It's always something new, every point it's always something new, you can't be prepared.

B: The fast pace of the game.

Q: Are your captains elected by the team members, coaches, or both?

K: This year it was a vote, but coaches also have a vote and say. This year was the first time we had a senior and junior captain so next year Brooke will know what's going on.

Q: When did you first want to become captain?

K: I've always had a knack for leading people since freshman year, and I understand volleyball [on] the court and off so I know what to do and I was able to help everyone when we're on and off the court.

Q: Have you enjoyed being a captain?

K: I have, it's been a lot of fun.

Q: What are some of your goals while being captain?

K: Other than going far in the postseason in SCC and states, to create the environment where everyone can do very well and meet new people and make bonds especially for the freshmen who are new and will be setting the stage and how sports work at

high school and how to work and play hard.

Q: What is the most important thing about your sport?

K: Teamwork and cooperation. Volleyball is very individual, but you have to work together and you need to be a team to win.

Q: How has your season been?

K: It's going very well and we're undefeated so far. Yesterday we beat Cheshire and

goals you're looking for this season?

K: Personally, I want to win SCCs again and go far. We've been building this momentum for few years now and really want to act on it. Those goals have been reflected for the team as well and I have the team's interests in mind, trying to create a strong bond between all our teammates.

Q: How about for the team?

K: To go far in the postseason and win SCCs. It's hard with a senior trying to create this environment and then having to leave, but trying to set a stage to carry the momentum for the following year. We're doing so well this year in part for how we've build upon the momentum that's been made in the past few years

and I want to continue that for when the JV and Freshmen become Varsity so they're playing well into the postseason as well.

Q: How do the members of the team work together?

K: They work well. We started with captain practice which were there to bond as well as practice. We bring food for each other before games, watch all the games, and have lots of very important bonding sessions like pasta parties since being tight is very important to play.

Q: Do your teammates have as close of a bond off the court as they do on it?

K: I think so, yeah. I think that's the good part, the team is super bonded. We have tailgates and a lot of fun at each game.

Q: What is the most difficult thing about playing volleyball?

K: To forget the point when it's lost and get back in it. Captain-wise, I have to make sure I have the team's focus and I can't get down on myself. It's a game of mistakes and being able to forget the mistakes when they happen and continue to play just as well.

Q: How promising do the JV and freshmen teams look this year?

K: They're looking very good. Freshmen is looking much stronger than before, and JV has played well against Cheshire. The 5-6 freshman on JV have been learning the feel of the game.



Amity Volleyball Team huddles after taking a 4-0 lead; image from Abby Harbinson's highlight tape

we've battled very well in a lot of games. A lot have games have gone late into the fifth match and we've battled well to win those

Q: Are there any personal



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Amity Boys Cross Country Takes Over New York

by Harrison Silver '18

The Amity Cross Country team competed at the Brewster Bear Invitational in Brewster, New York on Saturday, October 1. The Spartan varsity squad finished first out of the twenty teams that competed in the large invitational. Only seven students ran for the varsity team, as opposed to the traditional twelve. Despite running fewer athletes, Amity's four fastest performers finished in the top 20.

Strategy in larger invitational meets varies from regular season races. Head Coach Jon Faitsch is known to preach an increased aggression in races with more runners. However, this year, the team has a number of invitationals on its schedule, including Brewster, Wilton, Wickham, so the Spartans have developed a better sense as to how these meets should be run.

"There wasn't a specific team we were focused on beating"

placed sixth. "We had some really good times and ran well.

Not only did Burford run well, but many of the runners for the varsity team posted personal record times. Many of the runners even speculated that the course was not really a complete 5K, since their times were so impressive.

"From the first Amity finisher to the last, there were amazing races all across the board." The young runners did not disappoint either, as the freshman team finished in third, with a notable performance by freshman John Dill, who finished fourth overall. After freshman, JV, and varsity teams exceeded expectations, speaking on behalf of all the athletes who made the hour-long trip to New York, Sugarmann concluded, "It was just a great day that won't be soon forgotten."



Amity's Top 7 after a big win at Brewster; Image courtesy of Kyle Beaudette

The Amity JV Cross Country team finished in second place, losing only by one point. Joseph Sugarmann '18, a runner for the JV team, also posted a personal record. "The meet this past Saturday went extremely well," he said.

The future of the cross country team looks to be quite bright, and many of the runners are very enthusiastic about the rest of the season. "I feel that we can achieve great things later in the season," said Burford.

The cross country team has seen immense success, winning almost all of their race. These speedy Spartans hope to see this momentum carry over into the remainder of their races.

said Andrew Burford '18, Amity's second fastest runner, who

It was definitely a confidence booster."

"The meet this past Saturday went extremely well," he said.

Spartan Football Loses Big in the Elm City

by Spencer Paragas '19

At Hillhouse High School in New Haven on Friday, September 30, the Amity Varsity Football Team lost, dropping their record to 3-1. It was a difficult game for the Spartans, whose only score in the 26-3 rout came from a field goal by kicker and punter Jordan Conn ('18). Despite playing their first away game this season, the change of setting did nothing to improve Amity's poor start to the season.

The Spartans didn't go down without a fight, however, as they continued to battle Hillhouse until the end. Matt Weidenfeller ('18) played well as a

cornerback for an Amity team that relied heavily on their defensive line. Captains Ryan Bedini ('17) and Ryan Sabo ('18) helped tremendously as linebackers and succeeded in frustrating Hillhouse's running game, making tackles in the clutch.

Running back Colin Beaulieu (17) also had several key plays in multiple possessions of the game, running the ball for major yardage. "[Colin] gave us some good field positions, he was

the one that really set up the three points. He put us in range and all I had to do was finish



Amity Defensive line gets ready for a play; image from Colin Beaulieu's highlight tape

through," Conn reported. Penalties were one of the

main reasons Amity finished so poorly. At one point in the game, Amity looked like they gained momentum when they scored a touchdown, but penalties forced it to be called back. "We almost made the game 12-9, and it could have been 12-10 if I had the extra point, but we didn't get it," Conn explained. Yet, Hillhouse quickly found

their rhythm, and Amity could not keep up from then on. "We need to play a little better, try not to get penalties, and that's going to help us in the long run."

It wasn't the result Amity was looking for, but the team seems to finally be putting the pieces together. In the previous game, they experienced their first win against Jonathan Law, a testament to their potential. Although the football team lost 50-7 against West Haven on October 7, they now set their eyes on Branford on October 21, hoping to get their season back on track. As Jordan Conn put it: "Nothing's going to happen until we really believe it can happen."

Spartan Swimming Makes a Splash

by Matt Hill '17

The Amity Girls Swimming and Diving Team now has an impressive 10-1 record. For the most part, the girls have won by comfortable margins in these meets often "going exhibition" in the final events.

These types of performances bode well for later in the season when they will face tougher competition.

The Lady Spartans have had victories over Sheehan, Lyman Hall, Foran, Mercy, Branford, North Haven, Sacred Heart, Shelton, and Luralton Hall.

On October 6, they reached eight wins by defeating Shelton 93-72. Amity faced the Luralton Hall Crusaders on October 10, winning

98-88. The Crusaders finished 2nd place in the SCC Championship last season, one place in front of the Spartans who finished 3rd.

Luralton is in only its 3rd year in the SCC but, the matchup against Amity is quickly turning into one of the most highly contested rivalries in Southern Connecticut swimming.

Additionally, the Spartans faced Cheshire on October 13 in an exciting meet against one of their biggest rivals. Cheshire returned many of their top swimmers from last year's SCC Championship team, a large step up in competition from what Amity has faced so far. Unfortunately, Amity was defeated by Cheshire by approximately 11 points.

Amity faced Daniel Hand

on October 18, winning 99-83.

On this Friday, October 21, the swimmers will compete against Glatonbury. Even though this is an out-of-conference meet, Glatonbury, a perennial powerhouse, has developed as another huge rival to Amity in swimming during their meets throughout recent season.

Head Coach Todd Rainey affirmed, "These late-season meets serve as both a goal that we've been working towards, and a valuable yardstick that we can use to help determine how ready we are for the championship meets at the end of the season."

If Rainey, now a coach for over twenty-five years, is correct, the late season meets are a critical indicator of how the SCC competitions will play out.

A difficult test for the undefeated Spartans, if nothing else, these meets will definitely give them the opportunity to compete against some of the top swimmers in the SCC and Connecticut.

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