Meet the New Hall of Fame Inductees

The Inductees receiving their plaques.

Inductees were leaders in medicine, science, research, the arts, and religious and cultural communities. While most of those being inducted stayed close to home and Central, one of the inductees, Arthur Shapiro, left to study butterflies in the Patagonian Andes and made a rare trip back to Philadelphia to accept his induction into Central’s Hall of Fame. Shapiro quotes butterflies and meteorology as his childhood passions, and he loved exploring nature. During his time at Central, Shapiro participated in the Delaware Valley Science Fair, made it to Nationals, and then to the Westphingen (now Intel) Science Talent Search in Washington, D.C., where he earned a full scholarship to college. Once in college, he stayed true to his childhood interests by pursuing a career as an evolutionary biologist, studying the evolution of life cycles through butterflies. Shapiro’s years of researching the lives of butterflies have also given him insight into human life. He stated that “that life is a matter of contingency; you can or cannot plan, but never be surprised to be overtaken by events. I certainly was. I was a total Aspergerian geek with no social skills and the physical coordination and strength of a pickled turnip — and still somehow ended up where I am today, working in the High Andes. Don’t assume who you are today is who you will always be. Aim higher.” Shapiro’s love for the exploration of nature and the life within it has not faltered, and he claims to have been a “one trick pony” for most of his life. He emphasized the importance of exploring nature, saying, “Then it was the Wissichnok; now it’s the high Andes — but in many ways it’s all the same. You’re on your own. Face-to-face with nature. You can’t learn natural history from a book (or a web site)!”

After his time at Central, Shapiro went to the University of Pennsylvania on a scholarship and researched ecology. He then studied at Cornell and taught at the City University of New York. Now Shapiro teaches at U.C. Davis, and has been doing so for the past 43 years. He has recently published multiple papers based on research he conducted while attending Central.

Arnold Eisen was also welcomed into Central’s Hall of Fame. Eisen received a Mayor’s scholarship to Penn University and studied Bible. He was then offered a fellowship to Oxford University, where he studied abroad to help him understand his family and himself. He stated, “After the Yom Kippur War, I knew I had to spend extended time in Israel — and once I decided to study and teach the history of Judaism, it was clear that Hebrew University was the best place to do that, perhaps the only place.”

Eisen has received two National Jewish Book Awards and the Koret Prize for outstanding contributions to the Jewish community. When asked how he felt when he received those awards, Eisen stated, “Writers of every kind are grateful for their readers: I want my work to make a difference to people and am happy when they tell me it does.”

Eisen has taught at Stanford University, Columbia University, and Tel Aviv University. He has made a difference in students’ lives by encouraging them to study Judaism or other religions. Eisen expressed, “Rearing up students by chance, twenty years or more after they studied with me, and having them tell me what my courses meant to them, is one of the greatest things in the world.”

Eisen stresses that students should educate themselves in their traditions, religion or cultural, are going to play a big part in their adult life. A day in the life of Arnold Eisen is very busy, but also very fulfilling. Eisen has to take on many responsibilities as the Chancellor of the Jewish Theological Seminary (JTS), which involves meeting with the cabinet, chairman, and other professors. He has to write a blog, attend lectures, give speeches, and raise money for causes. Although he says it’s exhausting, he enjoys what he does very much.

McNair Jr.’s Class Treasurer was among the group of students invited to the induction. He stated, “Attending the Hall of Fame Induction was a great honor for me as a student and as the 275 treasurer. It was a special experience to be surrounded by and gain insight from so many distinguished alumni.”

Students from Central enjoyed the night as they got to converse and exchange stories about their times at Central with others that had stories of their own to tell. Alumni, staff, and students all had a great night and definitely felt excited for the next one.

Honors for Senior Students

Bella Baff (276), Entertainment Editor
Jana Pagley (277), News Editor

On Tuesday, December 8, 2015, Central held a ceremony to laud the exemplary work of Central’s 275 senior class. Their accomplishments were heralded by many of the students over the course of their academic careers at Central.

President McKenna and assistant principals Ms. Harrington and Ms. Smith offered awards to students who made honor roll and achieved high honors. An impressive amount of students were named AP Scholars, or students who received a score of three or higher on at least three AP exams. There were also many National Merit Scholarship Commended Students, who were ranked in the top three percent of students for receiving high PSAT scores. Of those students, four from 275 qualified as Semifinalists, the top one percent of high school seniors in the country out of 1.5 million applicants. A number of seniors also received their enamel and silver pins, awarded for recognition for academic achievement in past years at Central.

Ms. Logan, the chief academic support officer of the School District of Philadelphia, revealed what she considers important life advice for the future of a young scholar. Among many other pieces of guidance, she urged that each student of 275 “earn at least one other language” and strive to acquire “not only a vocabulary, but also an authenticator.” Ms. Kahn, Central’s school historian and archivist, offered a bit of lasting advice to the future graduates: “Work hard, play hard, and learn the school song.”

The students honored at the convocation conveyed their pride in being able to take part in the event. “I am very glad that Central takes the time to honor its exceptional students,” said Ella Comberg (275), Katherine Laub (275) agreed, summing up most of the attendees’ sentiments by simply stating “I feel honored.” Nicole Denzenko (275) stated that the ceremony came as a pleasant surprise. She embodied the true spirit of a Central student when she said that “at Central, you just do it and it feels normal. But then you get rewarded for doing it and it’s just so unexpected.”

(continued on page 6)
Central Writing Center

Jamie Radler (277)
Staff Writer

Every day after school in room 308, excluding Fridays and half-days, Ms. Catlin hosts the Writing Center, where her “writing fellows” work vigilantly to help students enhance their writing. From 3:30 to 4:00, a student can walk in, sit down, and engage in conversations with peers to help resolve any issues that he or she may have with writing an assignment.

Reluctant to have someone critique your writing? Don’t fret; Ms. Catlin encourages students who may be shy or not used to having someone give constructive criticism to come in at least once. “My job is to be a good hostess,” Ms. Catlin explains. “I invite people in and create an atmosphere where people feel comfortable and welcome. I want it to feel like a friendly place.” All of the volunteers at the Writing Center are kind and patient people who enjoy writing and are there to help. Whether a student needs help brainstorming ideas, organizing a paper, or just needs an overall proofread, the fellows will do their best to help the student in any way. “Students usually leave smiling,” Ms. Catlin adds.

Anyone interested in becoming a writing fellow can talk to Ms. Catlin in room 308. Volunteering as a writing fellow can help improve writing, and is rewarding with community service hours. The Writing Center offers all Central students the opportunity to polish and revise their assignments with the assistance and advice of helpful peers.
Kelly’s Korner

Liam Kelly (275)  Staff Writer

The book I am sharing with you now, as well as books I will share in the future, will not always be sunshine and roses. That being said, I’m hoping that you highly educated and mature Central students can handle the kind of content I am exposing you to. One way or another, you’re going to experience it or hear about it, so you might as well read about it first. Choosing the first book to review was far from easy for me. There are many books which left lasting impressions on me—impressions that I am certain do not only apply to myself. For this reason, I believe the books I choose to share should all be special. With that in mind, the first book I chose to set the bar. That is why I decided to review The Girl with the Dragon Tattoo. This is a book most of you have certainly heard of, even if you only know about the movie. Novels have achieved such widespread success and even fewer have achieved such a level of popularity while still maintaining critical acclaim. The book itself was published after the death of its Swedish author, Stieg Larsson, in 2004. Larsson, in 2005, was a journalist who focused on far-left politics, which is often visible in his novels. The book is part of a trilogy that contains two other equally impressively written books. It’s praised for being a blunt and painful realistic on several instances. These qualities are what led to its most common criticism—that it is too violent. However, I argue that the slightly morbid nature necessary to address the social injustices the novel confronts head on. The violence is not gratuitous, but rather crucial. The Girl with the Dragon Tattoo proves a point—a real world isn’t as pleasant as some would lead you to believe. The violence portrays the real world exactly how it is and doesn’t bother to sugarcoat it. One of the main subjects of the book is through the lens of gender equality. The book itself was originally titled Misses som kallar kvinnor, "Women Who Have Women." Up front, it portrays this theme by introducing a female protagonist, Lisbeth Salander, who doesn’t present herself in a way most stereotypes categorize as feminine. The eventual outcome of her conflict is even more satisfying because of how empowering it is. I think this is just one more reason the book is so relevant to young people today. Even for young males, this idea of feminine power is important because it gives you a different perspective on social injustices. An important lesson taken from the story is that although oppression doesn’t directly affect you, it doesn’t make it any less of a problem. The Girl with the Dragon Tattoo offers an entertaining and thought-provoking read. It is a book that you will not always be comfortable reading, but I do hope that this book is part of my review series.
An Internship in Medicine

Jamie Ruder (277)
Staff Writer

Doctor Anand of Rosbron Memorial Hospital hosted a program in which he selected four students to assist him in his job as an anesthesiologist. Jeechieu Ta at Central High School was one of those students.

Jeechieu’s tasks included: interviewing patients, documenting information, and preparing injection compounds. Dr. Anand also encouraged his interns to be up-to-date with recent medical discoveries.

Jeechieu received the opportunity to work on a new interface for nurses and doctors that allowed them to determine their patient’s heart status from their vital signs, echocardiography, arterial pressure, and wedge pressure.

Jeechieu truly valued what she did and how it interacted with those two patients. I had to deal with people with a straight face and professionalism,” she explained.

From the variety of memorable lessons learned and experiences gained, Jeechieu reflected. “I had to deal with people with a straight face and professionalism.”

Two times a week, she would go back to the Temple’s Science Education Research Center for the course of five weeks from July to August 6.

The program took place at Temple’s Science Education Research Center over the course of five weeks from July to August 6.

There were many scientists and teachers who mentored the students as they increased in interest and scientific method. Humna Chaudry (275) joined the program to gain experience in the scientific field. She learned about the program from Ms. Thoeng, her chemistry lab teacher. Ms. Thoeng sent an email to students encouraging them to join, this caught Humna’s attention and she proceeded to get involved.

In the experiment, each student had to test a substance of choice on drosophila. Drosophila is the scientific name given to fruit flies. They are known to be attractive to fruit that has ripened or rotten. Chaudry chose SoyNet (a manufactured food replacement) as her substance to see how it would affect the development of drosophila.

How can these two be related? The Teen Research Internship Program (TRIP) has just completed an experiment involving drosophila (fruit flies) and SoyNet. The program took place at Temple’s Science Education Research Center over the course of five weeks from July to August 6.

A Student’s Experience with the Germination Project

Monica Volokunich (276)
Staff Writer

The limit is four hundred and fifty people.

Through the roar of the crowd and the frantic beating of my heart, these words make their way to me, and heat rises to my cheeks. The capacity of the Philadelphia Union League’s Lincoln Hall might be four hundred and fifty, but I know that there are no fewer than six hundred individual names packed in the next room, waiting eagerly. The Germination Project Draft Day Gala is just about to begin, and the air is as light as electricity. The people pack the room, underscoring our small selves above some of the most important professionals in Philadelphia, and they are here to see the next leaders of our city. By some turn of fate, I am among the fifteen chosen.

I think back to four months ago when I applied to the Germination Project, a program which was described to us as an incubator for Philadelphia’s next generation of leaders. I was accepted by Ajay Raje, the CEO of Dilworth Paxson LLP, the Germination Project was intended to be a “fifty year love letter” to the city.

Central acquired two new filtered water stations to refill their water bottles, rather than bringing additional bottled water to the event.

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In 1976, Rocky Balboa became the city's new face of hope. He had been an underdog his entire life, but through hard work and dedication, he proved that anything is possible. With his spirit unbroken, Balboa continued to inspire the city of Philadelphia, and his legacy lived on in the hearts of those who witnessed his battles. Now, nearly forty years later, the story of Rocky Balboa is being revisited in the form of a new film, Rocky Creed.

Creed is a film that takes the legacy of Rocky Balboa and carries it forward. Donnie Johnson, a young boxer, is given the chance to train with the legendary boxer and learn the ropes of the ring. But Donnie's journey is not without its challenges. He must overcome his own inner demons while also facing off against his rival, Sebastian Kotyk.

As the film progresses, Donnie begins to see the parallels between his own life and Rocky's. He learns that the真正的 challenge is not just with the other boxer, but with himself. Donnie must learn to confront his own fears and insecurities if he is to succeed in the ring. The film is a powerful exploration of the human spirit and the importance of perseverance.

Creed is not just a film, but a testament to the enduring legacy of Rocky Balboa. It reminds us that no matter how impossible a situation may seem, with hard work and determination, anything is possible. So, when you watch Creed, remember the words of Rocky Balboa: "Hope is a thing with feathers. That Makes Its nest in the soul. And sings the tune without the words and never stops at all."

In the end, Creed is a film that celebrates the spirit of hope and perseverance. It is a story of overcoming obstacles and finding the strength to keep going. It is a film that reminds us that we are all capable of greatness, and that with a little bit of courage and determination, we can achieve our dreams.
Intergovernmental organizations in the world today has opened up numerous opportunities for students to study languages outside typical choices such as Spanish and French. Teaching foreign languages has recently become one of the most popular majors among many educators, and students continue to gain more exposure to different cultures. However, if instructors fail to take into account the importance of diversity and the equality of communication, how can we blatantly ignore American Sign Language, which is spoken by millions of people around the world? Recently, American Sign Language, or ASL, has become a choice in foreign language education in universities across the country. This brings forth the question—what exactly is language? Although many people believe that writing and verbal communication are the most prominent forms of communication, it is not necessary to define language, a language used to express thoughts, feelings, and notions worldwide. For if humanity doesn’t help itself, it truly is not possible to progress.

The core of a language is a system of symbols, or signs, that have a meaning, and are known to the individuals using them. What these individuals believe about the signs and the system of signs is another matter. As long as people can communicate, human beings have found a way to express their thoughts. They express thoughts in poetry, in writing, in conversation, and in song. Each form of expression has its own unique way of communicating ideas. However, one form of expression that is not widely known is American Sign Language. What makes American Sign Language unique is that it is a complete language that is used by deaf and hard of hearing people. It is not a dialect or a reduced form of speech, but a complete and unique language that has its own grammar, syntax, and vocabulary.

American Sign Language is not only used by deaf people, but also by hearing people who choose to use it as an additional language. It has been recognized as a legitimate language by the United States government, and it is taught in schools across the country. American Sign Language is not just a set of hand movements, but a complete system of communication that includes a grammar, syntax, and vocabulary. It is used by people of all ages and is taught in schools, colleges, and universities.

The benefits of learning American Sign Language are numerous. It can improve cognitive function, social skills, and academic achievement. It can also help students gain a better understanding of their own language and culture. It is a valuable tool in the classroom, and it is used by teachers and students to communicate with each other. It is also used in rehabilitation, counseling, and therapy.

The future of American Sign Language is bright. It is gaining more attention and support from educators, parents, and the general public. It is being taught in more schools and colleges, and it is becoming more accepted as a legitimate language. It is a language that has a rich history and a bright future. It is a language that is waiting to be discovered and celebrated.
Car Talk: In Yust We Trust

Ellis Conboy (275)  
Thomas Davidenko (275)  
Ana Deluca-Mayne (275)  
Suff Writers

The feed between Yearbook and Cen- tralizer is one for the books. This year, Yearbook beat out Centralizer in holiday spirit when they transported a live Bella TG from Refshauge to Central (please, it’s a Holiday Team™, this is a non-denominational school, people). This event is sure to go down in history, and it wouldn’t have been possible without the help of Jeanette Yust’s (275) Volkswagen Beetle. This car certainly comes with its faults (we’ll get to those) but it also comes with its perks—it’s a tiny car for a tiny woman that just suits her, “I care more about aesthetic appeal than the environment!”

Step into Jeannette’s car and you will feel like you’ve arrived for your first day at a really nice preschool: there are fake flowers, and everything is small, pastel, and smells like crayons. A passenger’s first thought might be that the crayola® smell comes from one of the many children Jeannette is always with, but it is in fact a gas leak. We all know what gas does: makes the car smell that way. It’s just one more high point of her car and makes riding in her car more enjoyable.

AP Environmental students, listen up. This one’s for you! Jeannette’s car passengers can enjoy an interactive experience with the Clean Air Act violations committed by Volkswagen with just one short ride. By the way Volkswagon, expect to hear from our lawyers soon.

What she lacks in air quality, Jeane- nette makes up for in vibes. Yust has that perfect taste in car tunes. At any given point in time she will have the latest and greatest Drake song playing from her tiny AUX cord which most Central cars wouldn’t have been able to fit a person’s personality, this is it. While it’s not a Beetle, there is just enough room to make for a comfortable ride.

Jeannette’s car could probably stand in the robot’s Disney tax, “Butter: Fully Loaded!” because of just how dorky cute it is. If ever there was a car that could fit a person’s personality, this is it. While very small, it was still a force to be reck- oned with on the road. In a culture where “bigger is better,” Jeannette Yust proves otherwise; as a matter of fact, it has been Car Talk™ tested that you can stick your foot out the window while driving in Jeanne- nette’s car, and nothing bad will happen. As someone who is kind of nervous when she drives, Jeannette’s sure not to do crazy turns in the parking lot in order to show off. While she may not know how to parallel park, Jeannette’s found this a problem since she only ever drives to Target.

Pastel Beetle is surprisingly money. The leather seats can only legally accommodate five people, but as Car Talk reviewers, have definitely put that limit to the test, once fitting a full seven people (please don’t arrest us). While it’s no Hummer, there is just enough room to make for a comfortable ride.

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Annie 8/30 Crayons  
Thomas: Strong 7/7 Holiday Tours™  
Ella: 7/9 hazardous emissions

Photo: de la Barre. Photo by Ellis Conboy.

Substitute Teacher Crisis

Isabella Ryan (276)  
Suff Writer

Have you ever walked into class one day to discover there was no substitute teacher? Have you ever had a substitute that could not teach the subject? These events are occurring in many school districts across the United States. The School District of Philadelphia being one of them. In June of 2015, Philadelphia contracted with SonriseTeachers, a web-site that allows school districts to choose their substitutes from a list of those available. Philadelphia had 3,100 teachers that were qualified substitutes, or teachers that had substituted at least once before. Re- turning substitutes were surprised to see that this new method of acquiring teach- ers had caused their pay to decrease dra- matically. A substitute teacher from Mt. Aryan explained how the new pay rate he was offered was $85, compared to the $110 for veteran substitutes were accustomed to.

The effects of the pay difference can be seen in full effect as schools reach the third or fourth month of their school year. Veteran subs are refusing to work because they value what they do more than what the district is willing to pay for them. This forces substitute full-time teachers to work extra for the absence of subs. At Central, there have often been occurrences in which a teacher was ab- sent and other full-time teachers in the department had to give up their lunch or prep period in order to look after the class. The pay cuts that substitutes are receiving are due to the School District of Phila- delphia’s budget crisis. Substitutes are being offered a daily rate of $90-$110. According to the “veteran” teacher from Mt. Aryan, this pay rate only helps new teachers because they are starting off with a higher daily rate than the $75 that first time substitutes make. The Mt. Aryan teacher went on to say that last school year he was mak- ing $239 a day. School districts around the U.S. are undergoing similar budget crises. This is not only a dilemma for sub- stitute and full-time teachers, but also for students. Many Central students have also had bad experiences with substitutes. This year alone, countless students at Central have complained about having an unequal- ly substituted class, or sometimes no substitute at all.

“It was frustrating because we were not learning the material we needed. The not learning the material we needed. The students created a commotion because there was no clear authority in the class- room, which only further prevented my learning. Now I’m behind where I want to be and should be,” recalled Kaitlyn Cary (277) about an extended period without a teacher last school year.

Absences for teachers typically in- creases from November to the end of the school year, according to Kelly Graham, an Inquirer staff writer. She explains that on some days over 400 Philadelphia classrooms could be missing a teacher. We are reaching the fifth month of the school year, but if the school district does not ad- dress the shortages of teachers and their pay, this crisis will only continue, adding more problems to the ever growing list that the School District of Philadelphia must resolve in order to better the future of its students.

Powderpuff—Tradition or Offensive?

Jana Pepsikey (277), News Editor  
Dylan Lewis (277), Suff Writer

At Central’s annual powderpuff game, the seniors debated the juniors by a score of 24-18. Although powderpuff is a well-established tradition, it raises discus- sions about the derogatory nature behind the event.

In the past, Powderpuff games were clearly not organized for entertainment, often containing male football players dressed in cheerleader uniforms. In many cases, the teams were separated based on physical features like hair color. The name “Powderpuff” is asso- ciated with the assumed femininity of the players. When one of the players, Chelsea Terpel (275), was asked about the name, she responded, “I don’t really mind it because it is at our school, the game is not offensive. It’s more like a tradition, but at the same time I don’t see how it has any correlation to football.”

The term originates from the makeup tool that was widely used by women at the time of the game’s creation and the height of its popularity in the twentieth century. Because of this so-called innate femininity that the players possess, the game’s rules have been altered. The game appears to be a way women can participate in a typi- cally male sport, but in truth, it perpetuates the gender roles and stereotypes created by our society.

One might ask whether the purpose of a Powderpuff game is to make fun of the “veteran” Suburban school girls playing football. The players must question whether the audience is laughing at them or with them. The presence of male cheerleaders makes it clear that the spectators are mocking the supposed silliness of the situation, as if girls playing football or boys cheering-leaders were not phenomena.

Powderpuff at Central is a much more modern, inoffensive version of traditional Powderpuff games. The only characteris- tics that Central’s rendition does not differ from are the female players and the event’s name. Nothing about the game screens “sexism” except for its name. One of the players, Taylor Somers (276) recalled, “Our coaches knew that our team had strong ambitions and wouldn’t just brush things off if they said something sexist to us, we never really had a problem in that area. At other schools, this event could be more sexist and they could talk down to the girls who are willing to play.”

The degrading nature of the Powderpuff phenomenon has been widely criticized, and many schools and school districts have banned the event in recent decades. Depending on one’s location within the county, Powderpuff is more or less an outlawed tradition. However, the memories of the game’s charismatically silly history cannot be put to rest while it still remains. Marcela Robin Dow (277) is hesitant about playing in Central’s game next year, stating, “I’d love to participate in the Pow- derpuff game next year, but I don’t know if I’d be comfortable with the associations that come with the name. Although Know Central’s version of the event isn’t sexist, I don’t like the fact that it shares in name’s derogatory and outlawed practice.”

In this period of time, when feminism is becoming increasingly more popular amongst younger generations, how is it possible that we allow the school to continue to participate in a tradition that has qualities similar to the blatant sexism of past decades? Simply holding an annual girls’ football game is harmless, but the name implies that the charismatically sexist aspects of the game are still alive.

Fortunately, the annual junior-senior Powderpuff game are focused on reflecting Central’s longstanding traditions of class pride, school spirit, and friendly competi- tion.

Pirates! It’s not true! The newsroom has received several complaints that the seniors or juniors engaged in a rough game of football.”
We Bleed Crimson and Shine Like Gold

The rambunctious sea of crimson and gold simultaneously chanted, “BEAT NORTHEAST!” The intense football game on Thanksgiving revved up the spirit and fervor of the Central Lancers. Students from all grades, parents of all ages, and even the most prestigious alumni attended the Homecoming game to support Central’s football team.

On every Thanksgiving morning since 1892, the Central Lancers and the Northeast Vikings challenge each other to an electrifying all-American game of foot. This year, the match occurred on November 26th which, for many, kick-started the new year’s edition.

The game delineated the core of Central’s pride by boasting about the school and loving everything Central embodies. The players that certainly wasn’t in them at the end of last season. Sadly, on November 26th which, for many, kick-started the new year’s edition. The players that certainly wasn’t in them at the end of last season. Sadly, on November 26th which, for many, kick-started the new year’s edition.

The captains, Romie Azor (276), Dja von Dupree (276), and Lilliana Greene (276), fully intend to lead the team to receive the most deserved win next year. The players create a family when they spent every day with each other to train and strive towards their goal. They’re family. These players are my brothers,” remarked quarterback Jeffrey Coplin (275). Central continuously fought and improved tremendously from last year, making it into the playoffs. Although the team did not win to proceed further into the playoffs, the future of Central’s football team contains a promising destiny filled with determination and triumph.

The players created a family that would not be taken lightly. “We lost to Franklin Towne and went on to win two playoff games before falling short to Franklin Towne in the championship. The team ended the regular season with a record of 11-1, with the only loss against Franklin Towne and went on to win two playoff games before falling short to Franklin Towne in the championship.

However, the team was not discouraged by the loss. Instead, the players are full of anticipation to return to the field and show Franklin Towne what they are truly capable of next season.

For the past twelve years, the Central Girls’ Varsity Soccer Team has played its Philadelphia Public League Championship rival team, Franklin Towne Charter, in the Girls’ Varsity Soccer Team has played its Philadelphia Public League Championship final.

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Although this was a disappointing loss, the game was an incredible fight. The game ended 2-1, but the first goal was scored by Central within the first thirty seconds of the game.

The stars of the game generated life-changing memories.

“Looking back on all of the homecoming games, I will always remember the screams coming from the fans in the crowd,” said Nase Womack (275), a defensive end and tackle. The players may be far on the field, but the expression of eternal support from the school they love is one that they will remember for life.

No’ern Allen-Stills (275), defensive line, messages his last year of high school football by stating, “This was a monumental season that set a precedent for the upcoming years, making us a playoff-ready team with high hopes for future championships.”

The players created a family that they will remember for life. The results of their senior year as something that would not be taken lightly. “We had a great year. Good luck to the team next season,” said Katie Klink (276). The captains, Ronnie Au (276), Darya von Dupree (276), and Lilliana Greene (276), fully intend to lead the team to receive the most deserved win next year.

Ronnie Au, the player who scored the one and only goal scored by Central against Franklin Towne, commented, “We are a big team with many girls. But who said family is small? And that is what these girls are to me - family. Every ace or sweat wasn’t wasted because everything I gave to the team, the players surpassed the standards and kept pushing. The season may be over and we are losing an instrumental senior, but there is always next year.”

The team ended the regular season with a record of 10-1, with the only loss against Franklin Towne and went on to win two playoff games before falling short to Franklin Towne in the championship.

Girls’ Mountain High School: Mr. McKenna

Email us: chscentralizer@gmail.com

The players warm up before an important match.

Girls gather after an important victory.

For the past four years, Franklin Towne always ended victorious. This year, the Central soccer girls were determined that this season would have a different outcome. The Central soccer girls were determined that this season would have a different outcome.

Both girls’ soccer teams had a record of 10-1. The only loss for both teams occurred against Franklin Towne. The girls’ attack was strong. This year, the girls’ assault was stronger than ever. This year, the girls’ assault was stronger than ever.

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For the past twelve years, the Central Girls’ Varsity Soccer Team has played in rival team, Franklin Towne Charter, in the Philadelphia Public League Championship game. For the past four years, Franklin Towne always ended victorious.

This year, the Central soccer girls were determined that this season would have a different ending. The first time they played Franklin Towne, the game ended in a smacking tie, thus instilling a great deal of confidence in the players that certainly wasn’t in them at the end of last season. Sadly, on November 2nd, the girls played Franklin Towne in the championship and lost to them yet again. Although this was a disappointing loss, the game was an incredible fight. The game ended 2-1, but the first goal was scored by Central within the first thirty seconds of the game.

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