

BROADSIDE

HANOVER HIGH SCHOOL

Upcoming Events

Thursday, 5th of October:

5:30 pm - Open House

Friday, 6th of October :

All Day - Teacher In-Service Day

Monday, 9th of October:

Columbus Day - No school

Wednesday, 11th of October:

Junior PSAT Testing



Green refrigerators at work at the Hanover Co-op. Photograph by Hayden Smith ('18)

Cell Phone Discussion Ensues In Council

by Caleb Benjamin ('19)

There are many things at Hanover High that almost everybody does; one of these is using a cell phone. For many students, a cell phone provides a way to easily communicate with parents, friends, etc. It also acts as a source of information for many at the high school, whether it be assignments on Schoology, sports news, or political alerts. The problem, many teachers say, is that it can be a distraction when kids are constantly checking their phones in class.

For the past two weeks, Council has discussed the use of cell phones in the building with an emphasis on how they are handled in the classroom. Initially, the discussion was nothing more than that, with the members discussing different subjects regarding cell phone usage. These included points

CONTINUED PAGE 2

GreenChill At The Co-op A Big Achievement For Our Favorite Store

by Julia Cook ('21)

If you ask any Upperclassman if they have been to the Hanover Co-op during school, the answer will most likely be a "yes." And why wouldn't it be? Unbelievably convenient, the Hanover Co-op has attracted students from Hanover High School for decades. Unbeknownst to us, while we were buying our delicious samosas and mac and cheese from the hot foods section, or treating ourselves to a well deserved ice cream after acing that French test, the Co-op has been achieving some pretty incredible

things, too. In fact, our very own local Co-op just received top national recognition from the Environmental Protection Agency (EPA) for their work in reducing their refrigerant emissions, in conjunction with the EPA's GreenChill program.

The GreenChill program is a program that is mostly focused on reducing the use and leaks of hydrofluorocarbons, a type of potent greenhouse gas commonly found in

CONTINUED PAGE 7

CONTENTS
News: Pages 1,2, 6, 7

Opinion: Pages 3, 4, 5



CELL PHONES cont. from page 1

regarding the free culture that Hanover High has created and how that should be applied to cell phones, and how the current use of bins and other methods of collecting phones used by many teachers has affected the culture at Hanover High. This past Wednesday the discussion shifted more towards what to do regarding an actual motion to amend the Handbook. The Handbook would be changed to read:

"Students, staff, and school visitors may have cellular phones on school property. The use of these devices must not interfere with academics or constitute a threat to health and safety. Cell phones must be silenced and stored away during classes, or may be used at the teacher's discretion. Cell phones should only be used in public spaces where students are allowed to congregate such as the atrium, the café, the library, the resource centers and the great outdoors. Cell phones may be used in corridors; however, cell phone users should be aware of the current handbook rule which states that 'Behavior in corridors and foyers which disrupts instruction or harms the school's generally positive atmosphere will

not be permitted.' Cell phones and other electronic devices must be turned off or turned to mute during any form of safety or emergency drill or procedure."

Currently, the policy surrounding the use of cell phones in the school is outlined in the handbook. The policy was written in 2001 and states: "The use of these devices must not interfere with academics or constitute a threat to health and safety. Cell phones and pagers must be turned completely off during classes and in other places of learning such as resource rooms." The full policy can be found in the handbook.

In Council's Wednesday meeting, members seemed split over passing the motion, with the main member supporting it being junior Elizabeth Napier. She emphasized that the wording did not change much that was already in practice and that it was therefore worth passing. On the other hand, sophomore Clay Kynor emphasized that Council needs to have a discussion with everybody about how we as a school value cell phones. This opinion was reiterated by Ms. Ceplikas, who said that Council, and the school as a whole need to have a free-flowing discussion about cell phone usage. Thus, with an overwhelming majority, Council voted to close debate, postpone the motion and bring it back as a discussion. Despite this the motion has created a lot of discussion around the topic, and in the Principal's Weekly email Council encouraged people to come to upcoming Council meeting on Wednesdays to discuss the topic.

As of now, many teachers restrict the use of cell phones by asking students to put their phones in sleeves, boxes or just in their pockets. Though no department has a blanket policy, some departments are consider-

ing one. The Social Studies Department, whose coordinator is Ms. Murray, is (according to her) considering what she describes as the "Gentine/Miller Policy." She wrote in an email that both teachers have baskets which students put their phones in at the beginning of a period and that the department was supportive of that. On the other hand, Mr. Bourne, head of the English Department, said that his department wasn't considering a department-wide policy but that many teachers have experimented with different ways to stop cell-phone usage. In an interview with Foreign Language Department Head Mr. Glenney, he described how the issue is more complicated than it may seem on the surface. He discussed how Hanover High must find a way to balance the belief in freedom for students at the school against the need to get work done. He added on to this by saying how "teachers based system create inconsistency," which he knows creates confusion and is annoying for students, but that he doesn't have a solution right now and anticipates more discussion on the subject.

Students voiced their opinions as well. Sophomore David Stoffel commented on the issue, saying, "I think you shouldn't use [cell phones] in class, but [you] should be able to use it anywhere else; also, students shouldn't be required to put their phones in a box at the beginning of class." Other students agreed with David in saying that they don't support teachers collecting cell phones in boxes. Some students such as junior Josh Chu also mentioned their support for restrictions but opposition to a wide-reaching ban, saying, "More restricted use is needed, but banning [cell phones] completely could pose many problems." As of now, the discussion continues, both in the student body, and in Council.

Left: Mr. Donnelly makes students put their phones in a sleeve next to the door as they walk into class.
Below: The Smartphone School Bus, the box Mr. Tindall asks students to put their phone in at the beginning of class. However, he also accepts people putting their phones in their bags as well.

Photos by Caleb Benjamin ('19)



I don't think it's a problem. If the kids don't want to learn that's their problem.

No cell phones in class. They are a distraction. If there is an emergency, parents can get their children by calling the school. There is nothing that important that a person cannot be without their phone for 40-50 minutes.

Three strike policy!! And phone baskets. I think it is possible that people can use apps such as Quizlet just as well or better on their phones than on a Chrome Book.

If a student is using their cell-phone in class it should be taken away until the end of class. Further disciplinary action can be taken if this continues. However, if a student is not using their phone during classes, there is no reason for it to be banned or taken away preemptively.

Given the events that occurred recently at the DHMC, I believe that students should be able to have their phones with them so that in the case of another emergency it is possible to contact parents. For the same reason, I don't think teachers should be able to take a student's phone away for more than that one period.

As students get older, let them make their own decisions (i.e. maybe have freshman put their phones into the shoe pockets but let seniors go on them if they want since they're old enough to understand the consequences of not paying attention).

Since students have Chromebooks in a 1:1 Program, they do not need access to a cell phone during class and teachers should have the option to collect cell phones within their per view of the learning environment.

Cell phones at times can be a very positive tool, such as having a periodic table at hand, scanning papers to upload to Google Drive, and take pictures needed for data collection. It really depends on the class, but in general teachers should take away cell phones from the ones that are distracted by them the most and allow the more attentive students to keep them. Outside of class teachers should not have the right to take away cell phones from students.

Saucier's Saucy OPINION BOARD: What should the school's cell phone policy be?

Cell phones should be able to remain in a students pocket in the class room as long as it is silenced and not disrupting the class. If the phone becomes a large distraction, the teacher should be allowed to take the phone away only until the end of class. If you get a phone call in class, you get a warning, not instantly taken away from

Students should not be allowed to have cell phones in class unless they are explicitly given permission, and teachers should not be able to take a student's phone away for more than the class period.

Students have every right to keep their cell phones during class. I am 100% against the argument that says teachers should collect the phones at the beginning of class. I think a requirement to turn your phone to silent during class would be helpful, but completely taking our phones away is ridiculous. Teachers need to have more trust in us.

Students should be allowed to have their cell phones in class because they can be useful for education. It is also a form of communication between students and parents. Cellphones are also the personal property of a student and should not be taken away without a reason that is distrustful to the class (ex: they are texting an other person in class).

I'm personally very fond of Mr. Tindall's phone tactic. When you come in your phone either goes in your backpack (turned off) or into a box in the back of the room. I don't think teachers should be able to take cell phones away. However, I think that if a student using their phone is a reoccurring issue, it should be treated as a cut.

"Claremont Is A Wake-Up Call"

Thoughts On A Lynching and Racism Close To Home

by Johanna Bandler ('18)

On August 28th, an 8-year-old biracial boy, Quincy, was rushed to Dartmouth Hitchcock after sustaining severe rope burns to the neck from an alleged hanging.

The Claremont resident had been playing outside with a few 14-year-old boys when they discovered a rope hanging from a tree. According to Quincy's grandmother, Lorrie Slattery, the older boys convinced Quincy to stand on a picnic table and place the rope around his neck. They then pushed him from the table, and he swung three times before managing to free himself. The older boys then ran away. What's more, Slattery told police the alleged hanging was in the context of racist remarks and that days before the same boys threw stones and yelled racial slurs at her grandson.

Claremont police were slow to take action and brushed off the event as a "backyard accident." However, in the ensuing days, the Claremont resident's story made headlines across the country when images of Quincy's wounded neck were posted on Facebook. News outlets labeled the incident as a "lynching," a reference to the racially charged method of murder used historically against people of color. Activist groups signed petitions and circulated the photos of Quincy's injury, and hundreds gathered at a vigil in Claremont to discuss violence against people of color in the country. With a sudden spotlight on the New Hampshire town, Governor Chris Sununu interceded. He condemned the act and sent a team of investigators to aid local police, increasing police accountability.



A photograph of Quincy Chivers, the boy who was reportedly nearly hanged during an incident that took place on August 28th, 2017.



A photograph of Quincy Chivers's neck following the incident in Claremont, NH. The picture was taken and posted on Facebook by Chivers's mother, Cassandra Merlin.

Since then, however, the parents of one of the alleged perpetrator spoke to newspapers and asserted the original account is false. Rhianna Larken, one 14-year-old's mother, told Newsweek her son was watching another friend climb a tree when he noticed Quincy on the picnic table. According to Larken, "Not thinking that [Quincy had a rope around his neck... he thought in his mind, "Oh this is going to be really funny, I'm going to jump up behind him and scare him so he jumps off." So [my son] jumped onto this bench, and jumped on to the opposite end of the table where he was. And then [my son] went 'GGGGRRRR' and [the boy] jumped." Larken claims her son did not run away and denied her son had ever used racial slurs.

Unfortunately, the lack of a parental presence and conflicting accounts of the event may mean it is impossible to verify what actually happened. We may never have all the facts. However, this does not change the reality that events like this have widespread impacts on both Claremont and the larger Vermont/New Hampshire community. Furthermore, we cannot deny that racial tension and prejudice is a widespread issue.

Claremont is a wake-up call that should remind us that we, as residents of the Upper Valley (and of two of the whitest states in the nation), must examine how we teach all young people who are all part of the same community to work together and care for each other.

Admittedly, racism can be incredibly difficult to discuss, especially in homogeneous environments where white people have few opportunities to learn from people of color. We all have unexamined assumptions about race, and may not understand the way our actions are experienced by those with different backgrounds. A community that lacks diversity is rarely challenged to look at itself in the mirror and reflect on subtle inequities.

While Hanover may offer a high quality education, it fails
CONTINUED PAGE 5

CLAREMONT LYNCHING cont. from p. 04

in that our limited diversity and corresponding lack of cultural competence may leave us poorly prepared for an increasingly diverse and global world. Our racial biases, especially the most subtle, go unquestioned.

It is possible that the young teens in Claremont had no understanding of the powerful and terrible symbolism of putting a noose around a biracial child's neck. However, a viral ending to the story was perhaps inevitable given a recent awareness concerning police brutality against African Americans. Community efforts to redress and heal have thus been swamped by national discourse.

We can learn from Claremont and work to preempt acts that could potentially have racial implications. Because there are so few people of color in Hanover, it is not only the responsibility but the imperative that we question how we ensure our school and town are equally supportive and protective of students of color.

Due to a lack of experience tackling racial injustices, our efforts will be clumsy at first, but we cannot shy away from these difficult conversations out of fear of messing up.

Let's have this discussion now, and celebrate the courage and willingness of those who work to ensure justice for all people.

We can begin by asking ourselves how we would respond to an incident like Claremont's should it have happened within our own community. In order to develop a just and effective approach, these events must be examined from a complex perspective that considers the discrepancies in how people of different backgrounds – including race – are impacted. Because our community is largely white, it is our duty to be proactive in not only considering our own reactions to potentially race-related challenges, but the impact of the most marginalized.

As the great writer and social critic James Baldwin wrote, "Not everything that is faced can be changed, but nothing can be changed until it is faced."

The Problem With Columbus Day

by Daniel Zegans ('18)



A supposed portrait of Columbus, although it is not actually known if he is the subject.

For most HHS students, this upcoming Columbus Day is just another day off; it's a nice 4 day weekend when you can relax and catch up on old work. While almost no one will complain about a day off, the name of the holiday is considered incredibly offensive by many, especially in Native American groups. It is not hard to see why. While few people sit down on Columbus Day and express their love of the Spanish Empire, having a holiday named after a figure like Christopher Columbus sends a certain message: one of tacit support for what he did. While he is a very important historical figure, it is not hard to see why it

rubs some people the wrong way when there is a holiday celebrating someone who literally raped and pillaged his way through the Caribbean and opened the door for the European invasion of the Americas. If people find it unacceptable to have statues of Robert E. Lee in public places, then it should be equally unacceptable to honour a mass murderer whose actions led to the oppression of Native Americans for generations, an issue which goes on to this day. For that reason, I think we should seriously consider changing the name of Columbus Day to something less offensive.

SUBMIT YOUR WORK

Email broadside@dresden.us

or

Join us in the guidance office conference room on Monday during activity period

Follow the Broadside on Facebook, Twitter, and Instagram, or go to our website at:
<http://broadside.dresden.us>



Varsity girls kick a goal against Kearsarge. Photo by Hayden Smith

Last Week In Sports

9/25/2017 to 10/1/2017

BOYS VARSITY CROSS COUNTRY:

Maine Festival of Champions

Team place: 6th of 68

Team score: 353

Saturday, 9/30

GIRLS VARSITY CROSS COUNTRY:

Maine Festival of Champions

Team place: 15th of 62

Team score: 486

Saturday, 9/30

GIRLS VARSITY FIELD HOCKEY (7-2-1):

-TIE vs Derryfield

Score: 0-0

Wednesday, 9/27

-WIN vs Hartford

Score: 1-0

Thursday, 9/28

-WIN vs Mascoma Valley

Score: 2-1

Saturday, 9/30

BOYS VARSITY FOOTBALL (5-0):

-WIN vs Gilford

Score: 48-6

Friday, 9/29

BOYS VARSITY SOCCER (7-4):

-WIN vs Bishop Guertin

Score: 7-0

Friday, 9/29

GIRLS VARSITY SOCCER (6-1-2):

-TIE at Lebanon

Score: 0-0

Tuesday, 9/26

-WIN vs Souhegan

Score: 2-0

Saturday, 9/30

GIRLS VARSITY VOLLEYBALL (4-6):

-LOSS at Plymouth

Score: 2-3

Monday, 9/25

-WIN at Fall Mountain

Score: 2-1

Wednesday, 9/27

-LOSS vs Portsmouth

Score: 0-3

Friday, 9/29

VARSITY GOLF (27-0):

Monday, 9/25, at Windham CC:

-WIN vs Trinity, 208-315

-WIN vs Souhegan, 208-246

-WIN vs Windham, 208-223

Tuesday, 9/26, at Angus Lea GC:

-WIN vs John Stark, 198-207

-WIN vs Goffstown, 198-201

-WIN vs St. Thomas Aquinas, 198-200

Thursday, 9/28, at Pembroke Pines CC:

-WIN vs Bishop Brady, 209-251

-WIN vs Pembroke, 219-238

-WIN vs Trinity, 219-298

Junior varsity and reserve results as well as the schedule of upcoming games can be found on the Marauders' Scoreboard at: <http://broadsidet.dresden.us/?p=5940>

HHS Footlighters Present: *Much Ado About Nothing*

by Sophie Caulfield ('20)

This fall, the Hanover High Footlighters have resolved to perform a classic Shakespeare play: *Much Ado About Nothing*. Director Charlie Glazer, who has worked for nine years on winter shows with this group, is confident that this comedy will be a hit among students, parents, and community members.

When asked about why he chose to direct the play in its original style (without any modernization), Glazer said, "People have lost, somewhat, the power in appreciation for good language, it's important to return to the way it was originally performed."

The play is a wonderful example of Shakespearean language, as well as a fun production to put on. Glazer also made it clear that the audience doesn't have to be an expert in the poetic style of language to be able to enjoy the show, so as long as you like to laugh, come watch *Much Ado About Nothing* in the Hanover High School Auditorium on November 2nd, 3rd, and 4th at 7:00pm.

Slavic Club Comes to HHS

by Jasper Zeng ('18)

Slavic Club, formerly known as Russian Club, is a club that was started by Ms. Ballou and a senior who has since graduated. The reason that Ms. Ballou wanted to start this club was because there was also a Slavic Club at the previous school she taught at where the experience for her was positive. One of the main things that Slavic Club does is emerging students in Slavic culture whether it be through cartoons, food, or speaking Slavic languages. One of the appeals of the club is that it serves as a hangout for students who are of Slavic heritage. Another would be learning about Slavic languages and culture. The club is currently doing a fundraiser to raise money for children who were affected by the Chernobyl nuclear disaster. The president of the club is Henry Kuvin and it meets in Mrs. Ballou's room (next to the Foreign Language Resource Center) on Mondays.

New Staff

Austyn Resek Athletic Trainer

What were you doing before you came to HHS?

I moved back to Vermont from Colorado this time last year for a job as the Assistant Athletic Trainer at Vermont Academy. I was also working at Brattleboro Memorial Hospital in the Orthopedics department as an athletic trainer.

What do you do in your free time (hobbies, etc.)?

I enjoy hiking, camping, kayaking, and snowboarding. I love to travel. I'm also getting back into doing yoga regularly. Now that it's fall - I'm excited about fall activities!

What drove you to become an athletic trainer?

During the summer going into my junior year of high school, I was at softball camp and had an elbow injury. I spent a lot of time with the athletic trainer there. It was my first experience with an athletic trainer because my high school did not have one. I became very interested and start asking a lot of questions. When I got home from camp, I started looking more into the profession and I decided that I wanted to become an athletic trainer.

What is your favorite part about your job?

Seeing how excited athletes are when they get to return to their sport after an injury. It's a great feeling to see them back doing what they love again.

I've noticed that ATs usually hold particularly revered positions within the communities they serve. What do you think drives this phenomenon/ the relationships you have with students?

I think Athletic Trainers have an opportunity to get to know athletes in a very different way, especially when an injury occurs. Building a trusting relationship with the athletes early on is extremely important because when they do get injured they are relying on us to care for them when they are in a very vulnerable state. Injuries can also be very hard for some kids. You really get to know someone during that time. It can be very comforting knowing they have someone who will listen to them on their bad days and a reassuring voice on their good days.

Hannah Haskell Special Education Assistant

Interview by Hayden Smith

Hannah Haskell (right) with her sister in Stockholm, Sweden.



What were you doing before you came to work at HHS?

I graduated from Hamilton College in 2015 and worked as a behavioral therapist in the Greater Boston Area before I came to work at HHS.

What brought you to HHS?

I moved up to the area to join my boyfriend who works at Dartmouth, and was excited to find this position here at Hanover High School.

What is your favorite thing about being a special ed assistant?

My favorite thing about being a special ed assistant is getting to know students and helping them learn and grow as individuals.

What are some of your favorite pastimes?

In my free time I love to drink coffee, run, and spend time with family and friends.

CO-OP AWARD continued from page 1 supermarket refrigeration systems. A typical supermarket leaks approximately 1,000 pounds of refrigerant gas into the atmosphere annually, which contributes to global warming. Thankfully, supermarkets that are part of the GreenChill program have an average of 13.9% emissions, which is almost 50% below the industry average, so change is being made. And with 10,800 GreenChill Partnership stores in the USA, including Shaw's, BJ's, Whole Foods, and other big name supermarkets, businesses are obviously making an effort to make refrigeration more sustainable on a very large scale.

With so many stores participating in the program and making great strides towards cleaner refrigeration, it can be nearly impossible to stand out, especially as a local business. But all of the Co-op's hard work paid off when they were recognized for the greatest improved emissions since joining the program (an 82.9% drop) and the greatest improved emissions since last year (a 77.4% drop) by the EPA.

After making many changes, including switching to new, safer refrigerant, cases with sealed doors, and adding a system to notify employees when there is a malfunction in the system, the Hanover emissions rate is down to 9%, a good amount below the GreenChill average. Since joining the program, the Co-op has worked to use their program's success to help other stores follow in their footprint, including hosting webinars to share their knowledge with other grocery chains and coops. And what did the Co-op get out of it besides the knowledge that they were adding to a cleaner future? Significantly reduced costs for maintaining their refrigeration system and national recognition.

So the next time you stop by the Co-op, perhaps take a moment to think about all of the hard work that went into making sure that our favorite store is also the atmosphere's favorite. And, please, close the refrigerator case when you're done getting those popsicles for your Common Ground and don't let all of the Co-op's good intentions go to waste!

Broadside Staff:

Editor: Hayden Smith, Daniel Zegans

Advisor: Gabe Brison-Trezise

Staff Reporters: Jasper Zeng, Claire Austin-Washburn, Caleb Benjamin, Maeve Goodrich, Stephen Wang, Justin Zhou, Julia Cook, Sophie Caulfield, Maria Mayo-Pushee