

BROADSIDE

HANOVER HIGH SCHOOL



The NH Supreme Court Justices put on their robes. From Left: Chief Justice Lynn, Senior Associate Justice Hicks, Associate Justice Marconi, Associate Justice Bassett, Associate Justice Donovan. Photo taken by Caleb Benjamin('19).

New Hampshire Supreme Court

Visits Hanover High

By: Caleb Benjamin('19) and Claire Austin-Washburn ('19)

This past Thursday, Hanover High School was lucky enough to be the host of the 20th iteration of New Hampshire Supreme Court’s “On the Road” program. The program, started in 2002, brings the NH Supreme Court to different schools around the state, offering students, staff, and community members the opportunity to see the court in action and interact with lawyers and justices. Both the Senior and Junior classes attended the event. During an interview, Chief Justice Robert J. Lynn expressed his appreciation for the Court on the Road. There is a certain thought process that the justices seem to put into the program, and Lynn addresses this at the very start of the interview, stating: “When we go on the road we try to select cases we think would be interesting for students.” Lynn continues by noting the significance of the Court on the Road, saying that it is, “one of the most important things we do—and I think the importance of it surprises us.”

Once the attorneys of both cases had

made their oral arguments, the justices removed their robes and sat down in front of the four-hundred or so juniors and seniors. The audience was then allowed to ask any questions that they might have, as long as those questions avoided details on any cases and pertained to the job and the experiences of the justices. Associate Justice Anna Marconi spoke about her favorable experience as a woman on the court, and Senior Associate Justice Gary E. Hicks told a funny story on how he saved the court from a stuck damper lever and a roaring fireplace.

After the Q and A, the justices sat down to lunch with the students in Hanover High’s Constitutional Law class. The conversation with students covered topics such as what justices plans were after retirement, the justices opinions on the Supreme Court, and the justices experiences prior to being on the court. Later in the day, the Constitutional Law class also had the unscheduled opportunity to speak

CONTINUED PAGE 3

Upcoming Events

Wednesday October 31: Boys Soccer Semifinal vs. Manchester Central
November 1: Girls Soccer Semifinal vs. Bow
November 1, 2 , 3, 7:00 PM: Midsummer Night's Dream
November 7, 7:00 PM: Fall Instrumental Concert
November 12: Veterans Day(NO SCHOOL)
November 13, 14, 7:00 PM: Chorus Concert

Contents:

News.....	1-3, 5, 6
Profile.....	4-5
Editorial.....	7-8
Sports.....	7-8

Academic

Dishonesty Found on Prob

& Stat Test

By: Caleb Benjamin('19)

Students enrolled in the Probability and Statistics math class learned on Friday they would have to retake their latest take-home test, this coming after their teacher reported instances of suspected academic dishonesty on the first version.

Three student sources within the class described that the test was given to students to take home and do over the weekend of October 20-21st. On the front of the take home test there was a contract that students signed once before they took it and once after. The contract said that students would be allowed to use their notes, homework, spreadsheets, and textbook to help answer the question, but were not allowed to talk to other students.

Despite all the available resources, sources say that many people still collaborated on the test, with academic dishonesty ranging from students sharing notes, to students copying problem solutions step for step from each other, to some students just helping others after having done the entire test themselves. Sources say that when the teacher of probability and statistics was grading the test, she found what she

CONTINUED PAGE 3

Lyme School Shifts to Block Schedule

By: Zane Schiffman ('22)

With Hanover considering a block schedule it might be worth looking at a neighboring town which just made the switch to a block schedule, Lyme. Lyme made the switch this year so students and teachers are just settling their first reactions to the issue.

The principal of Lyme school, Jeff Valance, has worked at high schools in the past. He stated that the block schedule in his opinion is helpful for projects and inquiry-based learning. Also, he likes how it extends periods of electives and other non-academic activities. He finds that it helps to decrease homework, transitions, and stress.

Principal Valance does have some issues with the schedule, such as the fact that is a change and is hard to adapt to. Also, some teachers don't know how to adapt to longer periods.

Principal Valance explained that student body opinions have been a mixed bag, with some positive, and some negative. However, Principal Valance said the negative was mostly about the idea of the change in old traditions. Although, he believes now that he knows what the kids are passionate about he can bring back those traditions.

He believes the most important piece of implementing the program is the idea of communication. Communication from student to teacher, teacher to student, management to teacher, and student to management. He believes if this is established the transition to the schedule can be successful.

On the other hand, one teacher,

Jane Officer, expressed that she is opposed to the schedule. Officer said that all teachers agree repeated practice is the best way to learn a foreign language and if she only sees her students twice a week it is hard to complete that teaching style. Next, she hates to have tests on Mondays since it cuts down on learning time. In her opinion, this type of schedule is not the right thing for foreign language programs.

Meanwhile, the students, in general, seemed to say that they were not ready to make a decision on what they thought of the block schedule. Though, of the students who liked the schedule, they all didn't find any flaw with the schedule. Meanwhile, other students said that the schedule is too long. Universally, all the students loved the decrease in homework. Some also liked having fewer classes every day. All in all, the students of Lyme seemed to either love or hate the schedule.



Photo Top: Lyme Students in class during a block period. (Photo: Zane Schiffman)

Photo Left: Hanover High Students Emilee Lenning (left) and Phoebe Altman (right) take part in Community Service Activities around the Upper Valley. (Photo: Skyler Tompkins)



Students Get Into Community on Day In Action

By: Skyler Tompkins ('22)

On October 19th, 50 Hanover High School students and 18 outside community members across Hanover and Norwich participated in Day in Action. The event was a fundraising event for Youth-In-Action, a community based non-profit that partners with Hanover High School to engage students in community service. Students took on tasks ranging from raking leaves and stacking wood to more challenging tasks such as weed whacking and disassembling old fences. Each student worked for \$10 an hour, raising approximately \$2,000 to support Youth-In-Action programs.

In the past, Day In Action took place in the spring, but that caused problems due to end of school stress, resulting in fewer students signing up. Beth Kopp, the Director of Youth-In-Action, described the event as a "win-win-win" because it provides students the chance to experience a day out of school while supporting a worthy cause, community members get help with fall chores and other projects, and Youth-In-Action raises funds that are used to support community service projects. Ms. Kopp's satisfaction was obvious, "I see the teams of students coming back into the atrium dirty, tired but with smiles on their faces because they knew they had help community members."

Many students seemed to gain a similar sense of satisfaction. Freshman Bria Whitehair said after the event, "I felt satisfied knowing that I helped a community member."

Organizing the event was a challenge. Ms. Kopp's job, along with support from the Youth-In-Action student Leadership Team (full disclosure, I am a member of the YIA Leadership Team), was to match groups of students with employers who requested specific numbers of students. Transportation added another layer of complexity, with projects ranging from buildings near the school to as far as 8 miles away. Despite the logistical challenges, the event was unaffected.

Norwich resident Richard Neugass, who hired 3 students to rake and weed, said he was very happy for the help, "The \$75 was the best \$75 I've spent in a LONG time!". The Norwich Bookstore also participated in the event by hiring two students to help them set up for the holiday season, and Norwich Bookstore employee Liza Bernard explained the bookstore's motivation for hiring high school student, "We wanted to engage with the HS community."

Proposed Music Ban Sparks Controversy

By: Lauren Brock ('21)

Council recently failed a motion that would have placed restrictions on students playing music in public places. The motion progressed from not allowing music to be played aloud to only banning music played on external speakers. The final amendment to the motion called for authorization from the Principal, but hardly lasted before the entire motion was voted down by Council.

Mr. Haehnel, an English teacher who often does hall patrol, brought the motion to Council. Haehnel said: "My motion was just that you aren't going to play music aloud. I actually think that the external speaker amendment is a bad idea because students can still use the computers and be quite loud." This is not the first time Mr. Haehnel has struggled with this.

"I brought the motion up maybe four or five years ago and it failed, so it's been an ongoing issue for me. I thought well, I'll try it again and see if it gets any more traction this time", said Haehnel.

Mr. Haehnel made clear that he is not against music itself. Rather, he points out that music taste is subjective and that playing it aloud "discounts how a teacher or a community member might feel," along with other students.

"For me it's more about respect. It's more about the idea that you shouldn't be making choices for other people."

On the contrary, all of the eight seniors and one junior I talked to, all were against the motion. Some seniors, like Sam Gallimore, think that students who are bothered should take the responsibility of finding a quieter place. Gallimore said "It's a big school and there is an open campus so take advantage of it. In a liberal town like this people are always going to find something to be mad about."

Cade Salzano, a senior, claims that the motion goes against student's rights. "We have a right to play music on speakers out loud. It's expressing ourselves. The school pushes to be open and claims to be accepting of all students but they are trying to shut down our right to play music and be ourselves. That doesn't seem very accepting," said Salzano.

Momoka Schmidt, a Sophomore Representative on Council, thinks the real problem is communication. Schmidt said, "the motion isn't going to solve the real problem. I think it has become apparent that both sides feel disrespected by the other. We need to have a discussion between the seniors in the pit and the teachers on hall duty to really get to the bottom of the conflict."

The other issue Mr. Haehnel and other hall patrol teachers face is that students don't turn down the

music when asked. Haehnel said "I've had numerous experiences where I tell them to turn it down and....they turn it down a little bit but it creeps back up"

Mr. Haehnel also said, "The times when I've most often been in conflict with students is with music--either the content or the sound"

Seniors seem to share a different perspective on these situations. Some of these seniors who sit in the pit feel as though the teachers are asking for music to be turned down in a rude fashion, and that is why they won't listen. Salzano said: "Yes we do [turn it down] but a lot of teachers are....condescending and talk down to us very rudely and in turn, we don't want to listen. Why should we be treated poorly and do what they ask? If they want it turned down they shouldn't be rude. Nobody likes that."

Lucy Robak, a junior, said that students turn down music "depend[ing] on the teacher". Robak also said that "[the motion would] make the events at school less fun. Music [was] more welcomed and now it's like you know you are going to be told to shut it off."

Some Council members feel that the motion is isolating, however, Mr. Haehnel argues that in social situations headphones still suffice. "You've also got the option to put in one headphone so you can simultaneously listen to music and hear the conversations." He also claims that playing music is not the only way students socialize.

Some students still feel as though not being allowed to play music would take away their ability to be social. Paul Tanny, a senior, said "it brings us together....Have you not seen us all jamming out and singing along to the songs in the pit?" Kegan Silovich, a senior, agrees with Haehnel when he says that "I don't think it's isolating [to wear headphones]," but he still thinks that students "have a right to listen to music in the pit."

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DISHONESTY cont. from page 1

reportedly called "consistencies" on multiple tests.

On Thursday, Ms. Kono, the teacher of the class, read a letter to her students regarding the suspected academic dishonesty. According to sources in the class, Ms. Kono described in the letter how she was disheartened by the suspected academic dishonesty and didn't understand why students would take such measures because she is a very fair teacher. Sources said Kono read to the class in the note that for the moment her trust in her students was lost, and that though she will really work to rebuild trust with her students, trust is not something easily regained. She concluded the letter by saying that she had no other choice but to wipe out all the test grades and give an in-class remake test, which took place on Monday.

One student, who asked to remain anonymous, wrote in a text that: "it's a real shame that people who did well have to take the test over and prove to her once again that we know the material." However, this student also wrote that "I feel awful for Mrs. Kono, knowing she spent about 12 hours grading the tests, [all] to be completely useless as she is unsure of whose work she is actually grading."

To address this academic dishonesty, Principal Campbell came to three of the four Prob & Stat classes on Thursday and asked students who had committed academic dishonesty to come forward. Sources say he also told the classes that the suspected dishonesty was spread across all sections of the class. In an email, Principal Campbell wrote, "We do not know exactly what happened with the exam. We do suspect that some students were dishonest but, again, we don't have specific proof."

SUPREME COURT cont. from page 1

to one of the attorneys who took the role of a petitioner for a case regarding a car-registration law. The attorney spoke to the class about the details he had collected on the case itself as well as his personal opinion on what the outcome might be. With utmost confidence, the attorney announced to the class of twenty students that he had won the oral argument and anticipated winning the case with ease. Despite being somewhat conceited, the attorney gave the class information the case brief had not, allowing them a slightly clearer understanding of the case itself.

The Court on the Road program gave upperclassman at HHS some awareness about the workings of the judicial branch of government and was an entertaining and engrossing learning experience.

Sitting Down With the NH Supreme Court Justices

By: Caleb Benjamin('19) and Claire Austin-Washburn('19)

This interview of the New Hampshire Supreme Court Justices was conducted by Caleb Benjamin and Claire Austin-Washburn. All questions in the interview are bolded. The justices are Chief Justice Lynn (CJL), Justice Hicks (JH), Justice Bassett (JB), Justice Marconi (JM), Justice Donovan (JD). The interview picks up as the Justices are joking around about Justice Donovan being the 5 on the court, meaning he is the least senior justice.

Do you try to remind him of that often?

JH: As often as I can.

CJL: We do everything by seniority.

JM: I'm especially happy to remind him because I just was number five for a brief period of time and now I am out of the dog house.

How has the [court on the road] program changed since you have been on the court?

CJL: I think it's been pretty consistent. When we first started out we were doing two a year.

JH: That was too much, not for us, but really for our staff.

CJL: We kind of show up and conduct argument but there are a lot of logistics of picking up the court and bringing it to some high school on the road so doing it twice a year just seemed to be a little bit too much, so we cut it back to once. In terms of the format it has generally been the same.

JB: I actually argued a case the first year it was done over in Dover in 2002. So that was the case involving the murder of the Dartmouth professors in the late 90s. Sen. Ayotte argued the other side of it. It was pretty much the same format as this.

Did you find it more interesting to be on the attorney side or on the justice side?

JB: They're both interesting in different ways. It's great and as a lawyer, it's a lot of fun. You've got your normal argument and then you have your time to talk with students. So that's interesting.

JH: Can I ask a follow-up? How did you find your experience arguing before the Supreme Court when you were a lawyer and we were on the panel of judges?

JB: I have always thought it was great. It was fun which is why I wanted to get on the court.

JH: Well done.

JD: Did you represent the defendants in that case?

JB: No, I actually represented the media. It was the cameras in the court case. Judge Smith threatened to throw me in jail and the Channel 9 cameraman so no it was always great to argue in front of the court. I always looked at



The five NH Supreme Court Justice joke with each other as they get ready to hear oral arguments. Photo taken by Caleb Benjamin('19).

it as a good chance to answer questions and have a conversation with the court and that's the way we still do it so.

What are your opinions on the 70-year-old retirement age [for NH Supreme Court justices]?

JH(jokingly): I think it's an outrage.

CJL: I will turn 70 in August. Next August. That means my time is relatively short. I think it's a bad idea but that's the way it is.

JD: In 1784 when they decided that justices had to retire at age 70 life was very different than it is today.

JM: I still think, although I love my colleagues. There is a purpose served by a bit of turnover.

So, I'm not to totally opposed.

CJL: I agree with that there definitely should be an age limit unlike the federal courts because I think that's probably a bad idea to have no age limit. It just seems to me that 70 is probably a little too young. Maybe 75, something like that.

And then at 75, 80?

CJL: Exactly, you're getting it. 70 must seem really, really old to you, but believe me, when you get close to it, it's like wait a minute, it's not that old.

JM: But then I could see doing something else.

CJL: Very true.

[Judge Marconi], you are the only female justice on the court?

JM: I replaced a woman and I started with a chief who was a woman so I feel very fortunate to have had those sixth months with her, and all her experience in the system and on this court. Now we've dropped to 20% on the court and it's ok because my colleagues are wonderful people and gender doesn't play a big role in what we do. Half my practice was in family law which is populated by a lot of female lawyers and the other half was construction and land use which is populated by a lot of men. And so I have had that experience of being the only one in part of my practice. We are all just people.

How do you see the fact that there are only 5 justices on the court? How does that change how the court makes decisions versus a 7 or 9 person court?

JH: We look at Maine which is 7, Massachusetts which is 7, and of course the U.S. Supreme Court which is 9. I don't think I would want any more people to have to convince.

JD: Vermont has five. Five is the perfect number.

JH: People talk about having an intermediate appellate court like Massachusetts does and most states do. New Hampshire will never have that because that's just the way we are.

CONTINUED PAGE 5

JUSTICES cont. from page 4

So we figure out a way to cope with just five and frankly, we don't have room for anyone else at our table.

JD(jokingly): We don't want anyone else taking away the attention that we get.

JB: One of the issues we get because we only have five is that this is a very small state and we know a lot of people and we've been in practices so about 20% of our cases one of us is not allowed to sit because we are disqualified and about 10% 2 are disqualified. So that actually changes the nature of the discussion and I think we know having five people as often as we can is very good because one person can make a huge difference in the conversation.

When choosing this case to argue today, I'm not sure you know about this but Hanover High students have had a problem shoplifting at the next door Co-op, which is the food store right next door, taking candy bars and stuff like that, did that play a role?

CJL: No, we didn't know about that. Like I said, generally, we try to pick cases. We probably would not pick a case that involved some boundary dispute.

JM: Now wait, I was advocating for a deed case that I found very interesting but my colleagues had not and they had to convince me that would not be very interesting.

CJL: If there was a case that could have been argued that involved something that had happened in Hanover we almost certainly would not take it because we would not want it to be argued.

JH: Though one of our "on the road" cases was the cheating scandal involving Hanover high school students. We did it down in Salem.

JM: We try to pick something people would understand rather than some crazy insurance thing that would have you all asleep. Throwing spitballs at us and such.

How did the student body take it when they heard the case about the cheating scandal here?

JH: You could hear a pin drop.

JB: We've also had a number of cases involving young people who were involved in accidents with texting. So that's also been one where the students have been pretty attentive.

JH: In that particular case that we did on the road the accident victim who was wheelchair bound for life because of the texting was in the back of the auditorium watching the case. There is actually some drama in what we do and that was a day of drama.

Community Gives Opinion on Common Ground

By: Alice Rodi('21)

Ever since common ground was started, it has been a hotly debated matter. Even today, many parents, board members, and students have strong opinions on the subject. Most common grounds consist of at least one peer leader and one member of council (whether a class representative or a staff, community, or "at-large" member), though there are some exceptions.

For the most part, many common grounds follow a similar pattern: students arrive, a teacher takes attendance and reads announcements, and another word for students either do homework, play games, or (if permitted) go on their phones for the remainder of the period. Nonetheless, each common ground offers a unique experience, lending the subject to many differing opinions.

An anonymous junior writes of common ground, "I just find it another commitment preventing me from finishing homework", and several other students seem to agree. Though some find homework difficult to do during common ground (or, in some common grounds, not permissible), others view CG as a quiet, safe place where they can finish their work. Freshman Eden Anne Bauer points out that, during common ground, "people are always talking or playing games [and] are allowed to do HW."

One freshman also writes of the teacher and student relationships in her common ground, saying, "my CG teachers...are very helpful and friendly, even outside of CG." She addresses the fact that her CG administrators do not allow their students to go on their phones, though she doesn't "really mind" this: in fact, she "appreciate[s] the break sometimes." She concludes that she doesn't mind common ground, saying, "if I didn't have a mandatory break every week, I would probably burn out, since I go to a club or Council every [other] day of the week." She suggests that those who dislike the mandatory activity should "go to their CG teachers or the administration to see if they could make it more interesting." As a new student to the SAU school district, she has "found it helpful to have a few people that...recognize" her around the school.

Senior Aiden Stone and junior Syllas Oberting both assert that neither "know[s] who [their] peer leaders are". Katie Davis, however, claims her peer leaders, "do add [to the] conversation, and sometimes they can answer...questions that we have."

An anonymous peer leader writes that she "often tr[ies] to get people to offer opinions about Council happenings, and...start[s] conversations/debates...that most people actually engage in."

She thinks that though "we should continue to have" common ground, "teachers should allow students to get their homework done, check their email, etc." She believes that "when teachers force students to 'participate', it creates a bitter environment." Additionally, as a peer leader, she wants "younger students to feel comfortable enough in CG to come to [her] with their high school dilemmas."

In a face-to-face interview with Broadside, sophomores Micki Loud and Annika Milliman discussed their opinions: Micki said, "I understand the idea of common ground.... but I feel like taking away our activity [period] is not the most effective way to do it." She added, "it's unfair to take away our one free period of the day. [CG is] our only time to breathe, eat, or hang out with friends". Annika believes that "no one likes common ground," explaining, "you can't just force who you're friends with".

HHS teachers and staff also weighed in on the CG discussion.

Spanish teacher Mr. Shaheen notes that common ground 42 often tries "to do an activity that involves everyone (grilling, field trip up town, etc.)". He adds that it is "great to get to know students in a non-academic setting," and CG allows for the opportunity to do so.

Teachers seem to appreciate when their peer leaders speak up, and lead the conversation. The HHS staff, in general, believes that peer leaders are invaluable.

English teacher Mr. Bourne thinks "making connections between staff and students and between grade levels is incredibly important." When asked if CG is helpful, he replied, "of course!" Mr. Falcone (an HHS science teacher) agrees: according to him, "there is nothing else like it in this school. Some students really need a safe space with an adult who knows them."

The movement to ban common ground has graced Council discussions many times in the past, though nothing much has changed.

Hanover students and teachers have looked for ways in which they can better common ground through more games, shorter sessions, the permission/ability to get food from the Cafe or Co-op, or even simply being allowed to "opt out" of it, as proposed by some students. Others, however, think CG is just fine as it is. Either way, students and staff, alike, have strong opinions on the divisive subject.

Council Brings Back Freshman Off-Campus Motion - Council Update (10/24/2018)

By: Caleb Benjamin ('19)

This past week's Council meeting was headlined by the return of the Freshman Off-Campus Motion. Nonetheless, the meeting began with a few quick updates. First, Moderator Colm Seigne asked council members to abstain when they couldn't decide whether to vote for or against a motion, not when they wanted to further their opinion. The next update was given by Sophomore Representative Jonathan Li on behalf of CPP. Rep. Li informed Council that the foreign language requirement motion had failed. Then, before getting into the discussing the Freshman Off-Campus motion, Curriculum Committee presented the results of the survey they sent to parents on the issue.

The results of the survey showed that 37% of freshman parents said they would be against the motion but 63% wouldn't mind it. The gap was closer for the parents of other students in the school, as 48% of these parent were against the motion while 52% where in favor.

After the the presentation was finished, Council jumped right into debate. Junior Rep. Trevor Siegel argued that the motion might be

good because the cafeteria is very unhealthy so the coop would give freshman a healthier alternative. Sophomore Rep. Casey McGuire rebutted this argument by saying people can't be given off-campus privileges because the cafeteria is bad, but rather Council should work to improve the cafeteria. Teacher Rep. Ms. Ceplikas argued that Council should fail the motion because almost 50% of upperclassmen parents are against it, making it too unpopular to pass. Co-Treasurer Tessa Stewart added to this that parent's concerns noted in the survey were valid, especially the concern about freshman going off campus with upperclassmen, and that these concerns outweigh arguments for the motion.

Building on an earlier suggestion, Teacher Rep. Mr. Berube proposed an amendment to the motion that would just give freshman off-campus on Friday during 4th quarter. Mr. Berube argued that this was a good compromise and would allow freshman to talk with their parents about off-campus. Sophomore Rep. Tom Lyons approved of this amendment, saying he thought it would help that freshman would just

have off-campus on a day when there was no homework due the next day. Rep. Ceplikas disagreed, saying this would just contribute to the already existing "TGIF, miller time" attitude in the school. Ultimately, the amendment failed.

Back to discussing the entirety of the motion, Senior Rep. Bauti Gallino stated that he felt it was selfish of the freshman to ask for off-campus. He stated that the school he is going to second semester only gives off-campus to seniors and that to have it as a sophomore is a huge privilege that students should respect, a respect that can only be gained if one doesn't have the privilege for their entire first year. The meeting was then adjourned before a final vote on the motion could be held.

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School Board Discusses Possible Late Start Change and Putting Sale of Dresden Fields on Ballot - DSB Report (10/23/2018)

By: Oliver Minshall('19)

DSB met on Tuesday to discuss several key issues. In the absence of Mr. Odell, Mr. Sobel chaired the meeting. The first subject on the agenda was approving a donation from the Byrne Foundation for the RMS French trip to Montreal. The \$15,000 allocation would partially fund the trip for 47 6-8th grade students.

Next, the committee heard a report from the late start committee. Mr. Sobel emphasized that the initial findings of the committee were just preliminary assessments and that discussions are ongoing. The report covered a multitude of "downstream" effects. The science behind the late start idea is fundamentally sound however there are a number of additional considerations such as the possible effect on traffic, bus schedules, athletics, and other factors. One particularly concerning issue is the possible cost of doing two separate bus runs if the elementary school students were not subject to the policy. The town may also need to adjust the schedule for road maintenance and other projects if the policy were changed. The committee

offered no wholesale recommendation, vowing to continue to study the issue. One member of the community, a parent and clinical neuroscientist, shared some data from academic research which suggested that later start times were correlated with positive effects on student performance, emotional and mental health.

Afterwards, Mrs. Doyle presented the results of her sabbatical. She explained her efforts to develop advanced topics foreign language courses to meet the demand for harder material created by the recent starting of foreign language instruction at a younger age in the district. Mrs. Doyle developed course material for a class in French theatre as well as other courses. Mrs. Doyle presented the board with a detailed 13 page report on her findings including data about HHS student performance on college board foreign language exams. Her findings will be put into practice to improve the foreign language curriculum here at HHS.

The board also conducted a first read-

ing of changing graduation requirements to include community service. The policy would absolve students with personal hardships such as homelessness from the requirement. The board also proposed changes to the language of the proposal to be gender neutral. Mr. Campbell reaffirmed his support for the motion.

The issue of the proposed development of the dresden fields came up briefly, however, no conclusive action was taken on the matter. The final issue of granting the board authority to sell the property could be on the ballot as a local issue depending on the results of ongoing discussions, however there is no indication as to what the results of the ongoing discussions will be.

Lastly the board reviewed the latest enrollment statistics on HHS. Enrollment currently stands at 751 students. The board meets again on November 27th.

Co-Op and Caf Share Same Goals, but Not Quality

By: John Crandell('22) and Zane Schiffman('22)

The Co-op is where many HHS students buy their lunch. After the Co-op renovated two years ago in 2016, the food store has been a place where students and staff can go during free time during the day to eat. However, how does the cafeteria at our school compare to this potential loss in clients? This year the HHS cafe went through many different changes to appeal to more students. How will the HHS cafe compare to the Co-op in the 2018-19 school year?

The Co-op is an appealing choice for lunch. After all, it's a food store, and you can buy almost anything you would like. The cafe can not compete with this, but they try to create as many different options for students as possible. This year they are trying to branch out with new daily options that are healthier and better funded than before. When asking Mel, the cafe cashier, about new changes this year she explained that "[the cafe] has added more fruits and veggies to the menu." However, at the Co-op the options are endless and depending on what you choose for your lunch, healthier than the cafe. The Co-op has a variety of fruits and vegetables that the cafe can not provide for the students at HHS.

"The cafe provides a personal experience" says Mel, "this provides more of an appeal [for the students]." And I agree; when buying food at the cafe the staff always makes you feel welcome. Mel tries to know everyone who buys food from the cafe, and always is a friendly person. The Co-op may have more options, but can they provide the same personal experience as the cafe?

Obviously, the freshmen are the most frequent consumers at the cafe because they cannot go off campus. However, with the possibility of freshmen off campus in the 4th quarter we asked Mel if she thought this would affect how much they sold. She said that she thought not much would change. Since most of the freshmen hang out in the cafe and based on the fact that even upperclassmen still buy food there, she thinks that there would not be a significant change in what goes on in the cafe.

Overall, the cafe and the Co-op are both amazing parts of the Hanover community; each providing a nice place to sit down and eat a good lunch. They both have positive and negative aspects, but fundamentally share the same goal in providing meals for our community.

Plebiscite Motion: I Want to Know More

By: Julia Horan('21)

At last Wednesday's council meeting, Sophomore Representative Jonathan Li along with Sophomore James Eiler brought a motion outlining a system in which the student body and school community would be called upon to vote on subjects discussed in council. This motion, known as the Plebiscite Motion, was heavily defended by its two creators, who believe the motion could increase the productivity of council. When asked about why he brought this motion to council, Li stated that he "wanted to see some action in council that would be beneficial." On the current state of council he says, "it's just not as beneficial as I believe it could be." He also detailed that the main purpose of the Plebiscite Motion was to strengthen the relationship between Council, the student body, and teachers.

The motion ultimately failed; however, the Council meeting was followed by a lively discussion between both members of council and members of the community. Council member Momoka Schmidt believes that Rep. Li and Eiler were unclear about how community voting would work, saying "if a council member isn't present for the whole discussion, they would usually abstain and not vote." Due to this, she is doubtful of the efficiency of letting "hundreds more people vote who wouldn't have heard all the information possible."

The proposal of Li and Eiler's motion has sparked a conversation to which many people are contributing. Personally, I feel that it would be difficult for members of the student body to vote on topics that were discussed solely in council. I mostly hear about different council motions from either the Broadside or the weekly council report I get in my Common Ground. I often feel disconnected from the happenings of council, it seems like I never know what they are currently discussing. I would not feel comfortable voting on a topic that I was uneducated about. Additionally, I want to know more about what the proposer's of the Plebiscite Motion mean by "Community Voting." Does this include all students, as well as teachers and staff?

I have some reservations about the true framework of the Plebiscite Motion, but would like to hear more from Li and Eiler have to about their idea, whether it be through a possible re-introduction of the idea in Council or another way.

Sports Reports: Playoff Picture

By: Jasmine Lou('19)

Boys Soccer (15-3-0): After a stellar regular season that included a seven game winning streak just prior to playoffs, the boys soccer team entered playoffs with the third seed in Division 1. The Marauders are led offensively by Charlie Adams, who broke Eric Jayne's points record at Hanover High on the last regular season game of the season.

During prelims, the Marauders beat 14th seeded Timberlane 2-1 on goals scored by Adams and sophomore Matty Gardner. They then hosted 11th seeded Salem - who just came off a 2-1 upset of sixth-seeded Nashua South at Stellos Stadium - for the quarterfinal game. The Blue Devils gave the Marauders quite the scare despite being so low ranked. The Marauders scored first off a strike from Gardner, only to be equalized by Salem with five minutes left in the game. Hanover was unphased, and with three minutes left junior Judd Alexander scored off a Liam Collins free kick. Senior captain Dillon Bradley says that "it was not our best game, but good enough to get us to a place we haven't been in a few years."

The boys now move on to the semifinals, the first time since 2015, and play next on October 31 at Bill Ball Stadium in Exeter against second-seeded Manchester Central hoping to avenge their regular season loss and advance to the finals. In the regular season Central prevailed 1-0 on September 19 at Merriman-Branch field.

Girls Soccer (11-3-2): Featuring a young team with only four seniors, the girls soccer team headed into playoffs as the fifth seed in Division 2 after losing only to top-four ranked teams during the regular season. They saw two of their losses during a brutal end of season stretch when they played six games in ten days.

In the prelim game, the girls blanked 12th-seeded Coe-Brown Northwood in a dominant 5-0 win. The game was in Hanover's control the whole time, as the score was 4-0 at half and three of the five goals were scored off of corners. Senior captain Bryn Kable led the scoring with a goal and two assists and Caroline Adams, Sage McGinley-Smith, Casey McGuire, and Riley Craft scored the other goals. The girls travelled to fourth-seeded Oyster River to play the quarterfinal game on October 28th. After regulation and two overtimes that saw an Oyster River player receive a yellow card for unnecessary aggression, the two teams went into penalty kicks. Junior Bella Bardales made two key saves to put the Marauders ahead and the girls converted all 4 of their penalties to successfully avenge their 1-0

Advice: The Procrastinator's Guide to Completing Work Efficiently

By: Stephen Wang('20)

Many high schoolers wish they were time-management ninjas, but in the eyes of many procrastinators, this seems like an impossible art. Fortunately, the key to completing schoolwork efficiently isn't anything magical. A procrastinator can still be a procrastinator at home but a prolific ninja during school. Here are some tips to achieve this feat:

1. Be ruthless about figuring as much out during class

Keep your eyes and ears peeled at every single piece of information your teacher presents to you. Any small detail you overlook could come back to stump you on a test. Your goal is to synthesize and do all your meaningful learning in class. Then, when you go home, quickly skim your notes to refresh yourself of the lecture. Note down any questions you have to ask the teacher the next day, and repeat. Paying attention saves so much time in that you won't have to relearn everything.

2. Utilize every little chunk of time

If you took away a lot from the class, apply your understanding to homework/studying at any moment you can find in the day. This might mean completing your Quizlet of cur-

rent Spanish words while you wait in the lunch line. Or maybe cut one round of Fornite if you know having another 20 minutes for work time is so much better. The point is the little bits of time you spend productively during the school day add up. Even students taking 7 classes can find these little interludes within their day.

3. Keep the day's assignments organized in a mini folder

Being organized will get you started on your assignments more quickly. I confess that I used to shove all my papers into my backpack so that I could rush to my next class. But with a folder, you can put your assignments into your bag easily and efficiently. Later, you may transfer papers from the folder into your section binders.

4. Lastly, reward yourself for being a ninja.

If you can follow the above three steps, you are on the right track to becoming a productive high schooler. However, don't overwork yourself in a single task for too long. Every student needs a few relaxing breaks throughout the day. Of course, rewarding yourself shouldn't mean binge watching Youtube videos for every math problem you complete. A better system might be to have "reward checkpoints" after completing 50% and

100% of your work.

Hopefully, you found these tips helpful. Happy studying and good luck this school year!

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SPORTS cont. from page 7

regular season loss, clinching a spot in the semifinals.

They play next in the semifinals at Stellos Stadium on November 1st against top-seeded Bow, who spoiled the Marauders' senior night with a 2-1 defeat on October 16.

Field Hockey (11-2-1): For the first month of regular season games, the girls field hockey team did not lose a single game and let in a mere two goals in nine games, outscoring their opponents 46-2. They dropped their last two matches both 3-2 on last minute stroke (penalty shot) calls to Plymouth and Souhegan, and ended as the fourth seed in Division 2.

Receiving a bye for the prelims, the Marauders were faced with dismantling the Plymouth Bobcats for their quarterfinal game. The two teams had played on October 5, when the Bobcats won 3-2. After a hard fought regulation and two overtimes, the two teams went into penalty corners, where the Marauders effectively cleared the ball on their defensive corner, and then scored on a strike from Miranda Galbraith, assisted by senior captain Jasmine Lou. The semifinal game was staged against top-seeded, undefeated Kennett Eagles at Bill Ball Stadium. Backed by a relentless

defense featuring junior goalie Ella Edmonds, the Marauders won 1-0, with the only strike coming from senior captain Lois Schwarz and assisted by junior Macy Curtis.

The Marauders returned to Bedford to play their championship match for the second year in a row. In a pushy game that included several players falling to the ground or getting hit by balls and flying sticks, the Marauders fell 1-0 in the finals game to Derryfield Academy on two key, controversial calls as they became the runner-ups in Division 2 for the second year in a row.

Football (6-3-0): The Marauders lost their last three matchups to the top three teams in Division 2 North. During their six-game win streak to start the season, the football team was able to dominate offensively as they put up two 40+ point games.

Ranked eighth in their division, the Marauders will face top-seeded, undefeated Plymouth at their field for the quarterfinals, a team Hanover fell to on senior night 27-6. The only score that game came from senior captain Simon Roach. They will play on Saturday, November 3rd, as the Marauders look to pick apart the Bobcats and avenge their regular season loss.

This Week In Sports (Playoffs)

Football (6-3-0)
- Quarterfinal 11/3 at Plymouth

Boys Soccer (15-3-0)
- Semifinal 10/31 v. Manchester Central (game at Bill Ball Stadium in Exeter)

Girls Soccer (11-3-2)
- Semifinal 11/1 v. Bow (game at Stellos Stadium)

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