

# BROADSIDE

## HANOVER HIGH SCHOOL

### Upcoming Events

Fri. 24 & Sat. 25 March:

7:00 pm - *Acapalooza*

Wednesday 29 March:

7:00 pm - *District Band Festival*

Wednesday 05 April:

*11th Grade SAT Testing (No School for other classes)*

Friday 07 April:

*End of Quarter 3*

## Is HHS's English Dept. Meeting Expectations?

by Daniel Rorke ('18)

In a school with more than 11 english teachers and upwards of 25 literature courses, it might come as a surprise to call the department "lacking" in any way, shape, or form. However, in picking my english courses for this semester, I couldn't help but notice that there were very few higher level writing courses.

Of the writing courses offered, Advanced Prose Writing (APW) is perhaps the most popular. The class offers students the opportunity to work on their college essays, and to generally polish up their analytical writing. The caveat? It is only offered to seniors. The Senior Writing Seminar (SWS) -- another higher level writing course in which students can choose their own topics to explore -- is similarly geared towards an exclusive group of upperclassmen.

That leaves Fiction Writing, Intro

**CONTINUED PAGE 7**



Hanover Coop, Photo Credit: <<http://coopfoodstore.coop/hanover-store>>.

## SHOPLIFTING INCIDENTS ON RISE

by Hayden Smith ('18)

Each day, the beginning of activity period will include the mass migration of hungry HHS students to the Co-op. At times, this crowd can be prevalent with shoplifters.

For several years, the school's open campus rules have allowed sophomores, juniors, and seniors to leave campus during the school

day when they do not have class. Most students use this privilege to go to the Hanover Co-op and buy something to eat. Most students agree that they like having the freedom to do this during school. However, the increased student activity at the Co-op has had the unintended

**CONTINUED PAGE 5**

## This Week in Sports...

by Sadhya Garg ('17)

...was a disappointing one for the Marauders. After a solid win against Windham HS last Thursday, Hanover girls basketball suffered a last minute de-

feat against Pelham HS on Sunday, effectively knocking them out of the NHIAA quarterfinals. The final score was 38-43. When asked about the game, Mary Feyrer ('17) responded: "[The game] didn't go our way, but we've had a good season. As a young team, no one expected us to get this far, so I'm very proud of our team." The Marauders finish the season with a 17-4 record.

Elsewhere, the boys hockey team suffered a similar defeat at the quarterfinal stage of

**CONTINUED PAGE 2**



# Council Update: Week of 01 March

by Justin Zhou ('20)

This week, council continued their discussion of the Community Service motion. With the intention of pushing students into participating in more volunteer work, the motion's goal is to implement a community service graduation requirement. Currently, the motion requires HHS students to participate in at least 5 hours of service with a non-profit organization and 5 independent hours.

In order to gradually bring this motion into effect, it was suggested that the incoming freshmen (Class of 2021) be required to fulfill the requirement starting next year. After deliberation, however, Council agreed it would be unfair to make the freshmen fulfill a community service requirement that no other class would need to complete, especially given that they do not get a say.

If interested, please visit Council's website (accessible from the main HHS site) for detailed minutes

## **SPORTS continued from page 1**

the NHIAA title tournament. Losing 2-6 to Bishop Guertin on Saturday, the boys finish their season with a 13-6 record overall. "Obviously it's sad to know it's over," says Jonathan Goff ('17) when asked about his post-match thoughts, "but I'm proud of how far our team got this year. I hope that the legacy continues."

There's still hope for the Marauders on the title front. After a resounding 11-1 victory over Bishop Brady in the quarterfinals, and an 8-3 win in the semis against Berlin-Gorham, HHS's girls hockey team are set for the NHIAA finals this Saturday. Going into the game against Exeter—who are currently seeded first—with an 18-1-1 record overall, the Marauders promise to make it a final worth watching



HHS Girls Basketball (Valley News - Jennifer Hauck)



HHS Girls Hockey (Valley News - Jennifer Hauck)

## SUBMIT YOUR WORK

Email [broadside@dresden.us](mailto:broadside@dresden.us)

or

Join us in the library conference room Monday during activity period

## DETENTION AT HHS?

by Hayden Smith ('18)

The standard punishment at Hanover High School for basic violations of the rules listed in student handbook, the schedule-up, has been in use for many years without significant challenges to its practice. For this reason, the Broadside asked students for their thoughts on the school's current policy for disciplining misbehaving students and its level of effectiveness.

For refreshers, the HHS student handbook states that the "schedule-up means that for a period of time the student loses the free choice of where to go during unscheduled time" for break the rules in the handbook. Generally, students who are scheduled-up most check in with an adult and have a form initialed during each period for a certain number of days.

Amongst the interviewees, there was a general consensus that the schedule-up was somewhat effective. Most of the interviewed students agreed that the schedule-up was an annoying but fairly weak punishment when it came to disciplining those who break school rules. "[Getting scheduled up] is not enjoyable but it's not a strong deterrent," said sophomore Liam Szczepiorkowski. Junior Earl Barrowes held a similar sentiment; he said that the schedule-up was mild and that it was still "essentially free time with friends."

In these students' views, the schedule-up is enough of a nuisance to discourage students from breaking rules but not strong enough to incentivize offenders to stop breaking them. Students' views varied much more once they were asked about the best form for school discipline. After-school or Saturday detention was floated to the students as an option and was met with mixed responses.

"[Detention] should not be in-

troduced; it's a waste of everyone's time," said junior Council representative Cathy Han. She added that she had gone to a school that used detention before moving to Hanover and that she got the sense that nothing was gained from its use. A sophomore added, "It is an ineffective, old-fashioned way of punishment." Many others echoed this view.

However, an equal number of students stated that detention would be a better option. Seniors Ben Sobel and Sylvia Penfield said that the use of detention would ensure that students actually complete their work (whereas there is less incentive to do so when being scheduled-up). Senior Daniel Wilson suggested that a short, mild form of detention be implemented in which students talk with their teachers about their offense and discuss ways to make up for it.

Other students had ideas that went beyond the conventional means of disciplinary activities. One junior suggested that the school give students the option to do community service as a way of making up for their offense; that way, students would be doing something meaningful instead of just sitting in a room under adult supervision. Meanwhile, the wider community would benefit from the student's work. Sophomore Tyler Wittmann advocated for more individualized punishments that vary for each offense.

What do you think? Should the school implement detention? Should HHS punish students by using stocks in the atrium (as a surprising number of students pushed for)? How should school discipline work?

Send your responses to [broadside@dresden.us](mailto:broadside@dresden.us)

---

I think the topics are crucial to our changing society, and I'm really glad we had a chance to educate the entire school in a positive and productive way.

As far as I'm concerned there are two genders and many of the sexualities we talked about are nonexistent.

I'm all for gender identity and equality. Equal rights for all humans.

I think that the same way that we don't take time out of our day to talk about our hair color or our skin color we should not take time to talk about our gender.

Gender identity is a personal choice and shouldn't be judged by others.

I think the most important thing is to give people space to change, grow, and define themselves. Your identity is not fixed, it changes as you have more experiences and get older.

It was wonderful and eye-opening to be able to learn more about gender and sexual identity.

I thought [the workshop] was bizarre and alienating

Gender identity is a topic often stigmatized, but the best way to overcome awkwardness is through education.

I am so proud of the community for using common ground as it is intended - to make hanover and inclusive and understanding place.

## OPINION BOARD: Gender Workshop

I find it extremely annoying when I am scolded for meeting a person and having an impression of that person's gender. A person's gender is that person's decision and it should not be any matter of status or personal pride.

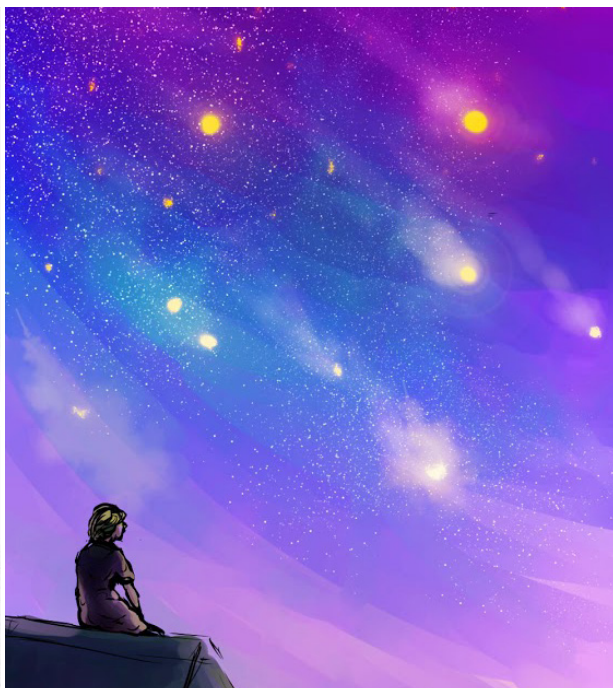
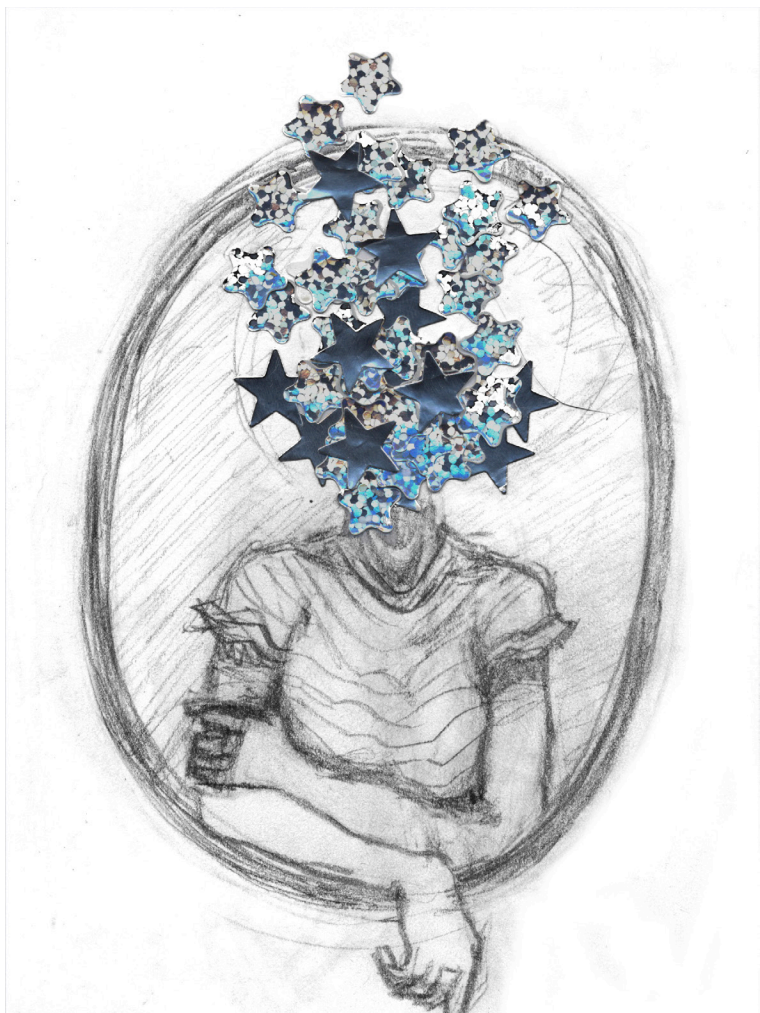
What surprised me was the utter lack of knowledge of these kinds of things by the staff. It makes me wonder if they were intentionally clueless to prompt discussion or if it was truly a gap between the generations.

Some acceptance and understanding is required from minority gender groups, when it comes to complicated dilemmas like which bathrooms to use and classroom addresses such as "ladies and gentlemen". I respect and honor people's identities as much as I can, but I feel as though it's putting the pressure upon people of the majority And making the rather naive assumption that all people who prefer some other denomination are thin-skinned. This issue needs to involve compromise.

Honestly, I hope that we can learn to stand out as ourselves, not as our gender.

I think that it is unnecessary. The school makes it seem as if it is bad to not be either male or female and that people who do not classify as those two genders are "special". HHS students are open, caring individuals and this whole issue makes it seem as if we are not.





# Visions of Winter



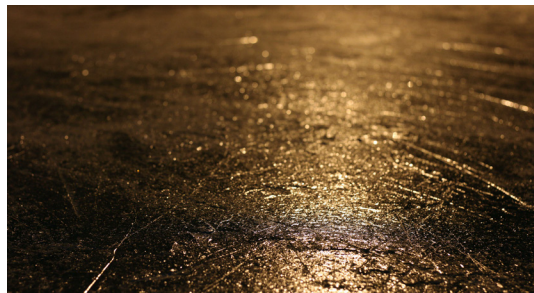
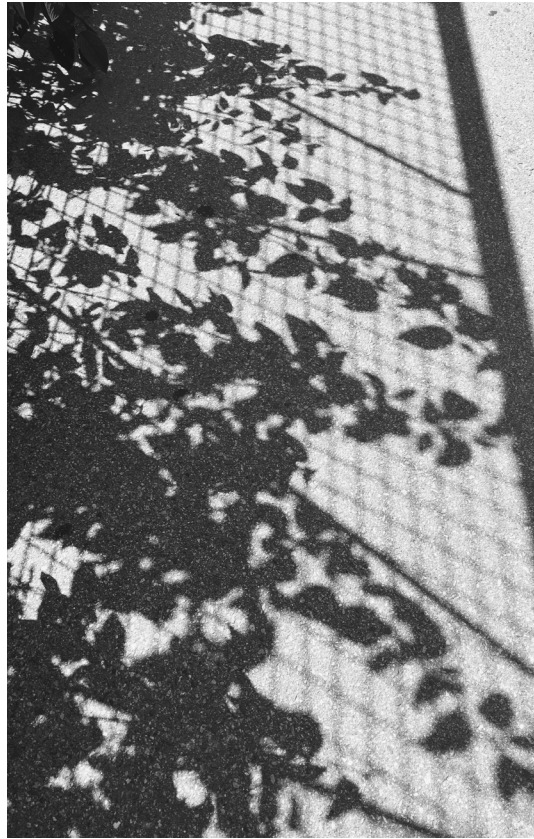
## Art Credits (clockwise from top left):

"Silvery Stars" - Audrey Lee ('18), "Breathe Deep" - Sarah Dunbar ('18), "Pussy March Kitty" - A. Lee, "What?" - S. Dunbar, "Kitty" - A. Lee, "Roses" - S. Dunbar, "Snow Day" - A. Lee, "Sunrise" - A. Lee

See more of Audrey's work:  
instagram: @polygontoast  
<https://society6.com/polygontoast>







## Photo Credits (clockwise from top left):

Daniel Felde ('17), Sadhya Garg ('17), Gwen Friedman ('17), Daniel Felde, Daniel Felde, Gwen Friedman, Gwen Friedman, Sadhya Garg





## Winter Carnival 2017: Seniors Win It Again

The senior class (2017) was once again victorious at this year's Winter Carnival festivities, ending the competition with 485 points overall. The final tally is as follows:

Seniors (2017): 485 pts  
Juniors (2018): 425 pts  
Sophomores (2019): 380 pts

Freshmen (2020): 360 pts  
Staff: 350 pts

To commemorate the victory, the Broadside is throwing it back to 1979 when the carnival ended remarkably similarly.

Congratulations Class of 2017!

Want to Win \$?



Enter Our Profile Competition!

Submit a profile of a member of the HHS community (student, staff, alum) to win up to \$30.

Deadline: 31 March 2017  
(visit [broadside.dresden.us](http://broadside.dresden.us) for details)

*COOP SHOPLIFTING continued from page 1*

consequence of shoplifting.

In one interview, a student who asked to be unnamed told the Broadside that they had witnessed several incidents of shoplifting by HHS students during the activity period hub-bub at the Co-op. "Most [student shoplifters] just slip food into their pockets and walk out the door," they said. "Sometimes, other people will just leave the building without paying." They also stated that they did not witness it frequently but that it was "not uncommon". This later added, "I think most people steal food from the Co-op because they don't want to pay."

Another anonymous student told the Broadside that a fair number of people also avoid paying for goods at the Co-op by discreetly consuming products within the store. A third student mentioned that there were some at the school who had repeatedly stolen from the Co-op.

Steve Miller, the manager of the Co-op's Hanover branch, had a few things to say about stealing by students as well. "If we see a someone attempting to pocket or walk out with food, we try to give them the opportunity to pay," he said. "We try to give students the chance to do the right thing."

Miller went on to say that while the Co-op keeps no official account of shoplifting incidents, students can be caught stealing every so often. "When that happens, we contact the school and attempt to resolve the situation privately," he explained. He added that other parties like the police have only gotten involved on extremely rare occasions. Miller later commented that there have also been some other consequences of open campus that he would rather not have to deal with, noting that the activity period rush can coincide with the time that many local senior citizens do their grocery shopping and that this sometimes results in a little chaos at the store. He observed that students sometimes leave the store "a little trashed."

Despite these incidents, Miller noted that most students used the privilege of open campus properly and emphasized his desire to maintain a positive relationship between the school and the store. "Hanover High School and the Co-op are part of one community," he said. "We work with the school and want to continue to be good neighbors."

**Check Out Our Other Locations!**

Web: [broadside.dresden.us](http://broadside.dresden.us)  
Facebook: HHS Broadside  
Instagram: @hhs.broadside





*ENG. DEPT. continued from page 1*

to Creative Writing, Journalism, Comp I, and Comp II for underclassmen to choose from. Of those, the first four are generally considered to be “easy” courses by both students and staff. Writing courses do not have phases, but over the years an unwritten method has formed as to what courses are appropriate for what level of age/intellect. For many (but not all), the above courses simply don’t pose enough of a challenge. In some cases, students who demonstrate a certain level of capability are actually discouraged by their teachers from taking them.

So, of the original seven writing courses, two are for seniors only and four are considered equivalent to a low phase literature course. That leaves only one writing course for sophomores and juniors who want to push themselves, and it’s Comp II, an essay writing course, which most definitely does not encompass all forms of writing.

As such, it is my opinion that Hanover High does not offer enough opportunities for fledgling writers to stretch their wings. English 9 contains some writing, but it is mostly in the form of analytical essays. This trend continues into most of the other courses offered by the English department, which almost solely focus on analysing literature. There is more to writing than just essays about books, and I feel that HHS doesn’t reflect this in their curriculum.

I think it would be really fun and beneficial for the school to offer more higher level writing courses. Not necessarily as intense as honors courses, but ones that will still push students to improve their writing. One option would be to take the existing writing courses -- Fiction Writing, Journalism etc. -- and offer them at more advanced levels. Another would be to incorporate certain aspects of writing, such as journalistic or fictional writing, and incorporate them into English 9. Or else, the school can design brand new courses. Personally, I would like to take a class on short story writing. Others have voiced their desire for poetry or playwriting courses. Combined, these courses would allow aspiring writers of all varieties to receive the feedback they need, provide sophomores and juniors more options for writing credits, and would fix the holes in Hanover High’s english curriculum.

## How To Illegally Change Your Name

*by Glen Enneper ('17)*

High schoolers have an infatuation with nicknames. In fact, it is difficult to walk down a hallway without hearing silly names being tossed around from friend to friend. These nicknames rarely stick for more than a few months; however, if a nickname is really good, it will keep hold for a few years, maybe even until the student graduates high school. But I had never heard of a high school nickname keeping hold for more than four years, until I met Robert “Stretch” Gillam.

Originally from Rutland, VT, Stretch is an “80 something” year old assistant coach for the Hanover boys basketball team. He has over 58 years of experience coaching basketball at seven different schools around New Hampshire and Vermont. Stretch has been the assistant coach at Hanover for the varsity team for three years. Stretch is tall with long arms, and he can always be seen with a NY Giants hat on top of his white hair. Stretch carries a dry erase basketball court clipboard under his arm with our practice schedule and various newspaper clippings clamped to it. One of the most interesting things about Stretch is his fingers. His fingers are bent every which way; each knuckle on every hand seems to be off kilter.

I have been on the team for all three years Stretch has assisted, and I will say Coach

Stretch is one of the most passionate, dedicated people I have had the pleasure of getting to know. He hasn’t missed a practice or game since being asked to help out. Although, one thing was always a mystery to me -- how did he get his unique nickname? I had to find out.

When Stretch was a freshman in high school attending KUA, his basketball coach made all his players dorm together for the season. There was another KUA basketball player named Jack Babbock, whom Stretch described as a “crazy fella.” On the first day of rooming together, Jack Babbock decided to give each of his new teammates a nickname. When he looked at Stretch, Babbock said “He’s gotta be a first baseman” (due to his frame) and dubbed him Robert “Stretch” Gillam. From there, it stuck. I can see the power of this nickname. His nickname is unique, because of this people remember who he is, and they remember his light-hearted, childlike spirit. Stretch told me when he was coaching at KUA, other coaches would ask athletes where “Robert Gillam” was and the athletes were confused because they did not know him as any name other than “Stretch.” Now, whenever we enter a school to play an away game, there is always a fan or coach who knows Stretch from his years in local sports surprised to see him. It is an unforgettable nickname for an unforgettable guy.

# Paid for Grades

## Should Parent Use Cash Incentives With Their Kids?

by Stephan Wang ('20)

Between midterm exams and the close of first semester, January is a time for students to contemplate their grades. Inevitably, some will be pleased, while others disappointed. Some will celebrate, others will vow to do better. Nevertheless, would students have the de-

sire for their parents to pay them for A's they received in classes? According to the National Education Association, some parents and even a few schools have already started applying this kind of incentive. But are these rewards more beneficial or detrimental to students? And is money truly the effective to boost academic performance?

Some would say that the opportunity to earn money from grades will motivate many students to put more effort into school than they did before. This motivation will help them become more responsible and productive as they will focus more on studying, and less on distractions like social media. The incentive from the parents also helps students refrain from begging them for money to get something they want, and can teach the values that only hard work can produce money. Getting

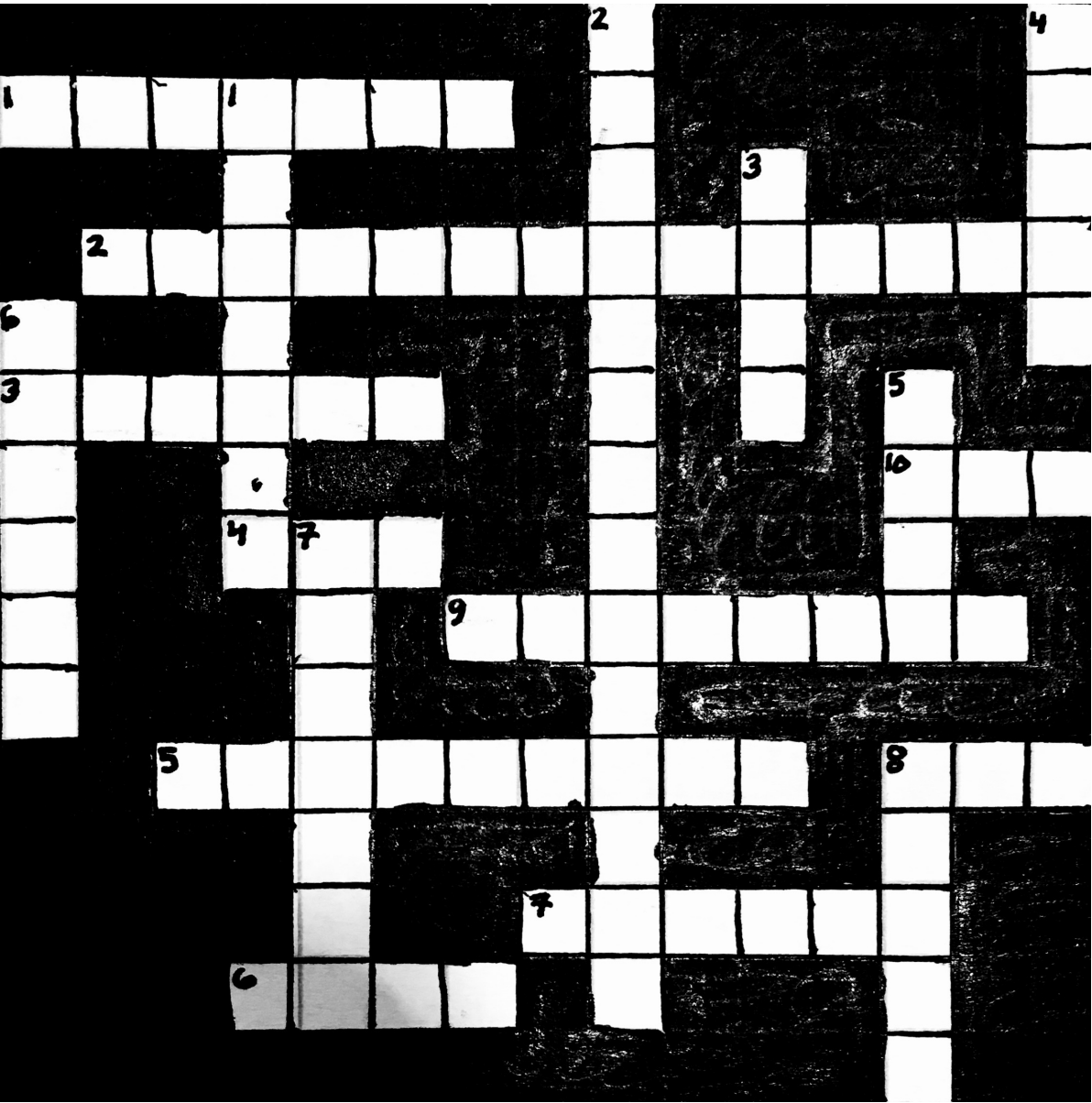
paid for grades will let students have more of a "work-for-it" mindset, rather than looking for entitlement. This will better prepare them for entering the workplace and starting a family.

Unfortunately, more problems than solutions are created from giving these rewards. In the first place, wouldn't it have been better if students were taught to try hard in school without any reward? And it has worked all these past generations of students. Bribery is only a temporary solution for a student's mindset. Giving their kids all this money may not make them as satisfied as a parent may hope. In Amy McCreedy's article from the New York Times, it says that "though a parent may see initial improvement in grades, numerous studies (from University of Rochester, Alfie Kohn, and kidsinthehouse.com) have shown that over time, rewards dampen excitement about a task," and "also puts burden on parents to continue dangling carrots in front of their children as motivation." It may be better in the first place for parents to reconsider the effort required for the money rewards to work out before giving them out.

Alongside the boredom, many students would also start ignoring the true purpose of a quality education. It also poses the danger for future generations of students being clueless about the true purpose of an education. Instilling motivation in a student with cash rewards isn't the best way because it will make students think that earning money is the sole reason for educating themselves. It will also diminish their understanding of how precious money is and take it for granted. In the future, they must eventually learn to work for something without immediate rewards. Fortunately, this is a valuable lesson that a student learn throughout their primary education.

Overall, the decision of giving the money incentives to kids will not work. The costs outweigh the benefits, and instilling the work enthusiasm is much more valuable than the education-blind, come-and-go motivation for money. All said, it is for the better of both the kids and the parents to scratch the idea of money rewards.

What do you think? Email the editor at [broadside@dresden.us](mailto:broadside@dresden.us) to submit your response.



- ACROSS:
1. Formed in 1973-74

2. Educational vacation

3. Seating for so. & jr.

4. Hanover High for short

5. What you're reading

6. (w/ 8 down) Lit publication

7. School color

8. Seniors only

9. Mascot

10. Volunteer
- DOWN:
1. Home of VT kids

2. February competition

3. Yearbook

4. Therapy dog

5. North of Hanover

6. Open \_\_\_\_\_

7. Town

8. (w/ 6 across) Lit publication

### Broadside Staff:

Editor: Sadhya Garg  
Advisor: Gabe Brison-Trezise, Ford Daley  
Staff Reporters: Hayden Smith, Clare Abbatiello, Maxwell Saucier, Olivia Simon, Daniel Rorke, Daniel Zegans, Justin Zhou, Stephan Wang