

BROADSIDE

HANOVER HIGH SCHOOL



Spreading Positivity Through Climate Change Activities

By: Stephen Wang ('20)

From adopting the first student-voiced Climate Action Plan to participating in a human chain, HHS and its surrounding community has already established a strong, progressive spirit surrounding climate change. And now we have non-profit organizations designing school activities around this issue.

Metal straws became a new trend after our school participated in activities sponsored by Positive Tracks focused on climate change and creating community. On August 29, everyone participated in the two main activities (a Hungry Hippos waste-sorting game and a 21-block fitness circuit), followed by an environmental pledge. The concluding 4K #WorthOurEarth Color Run painted the HHS campus in eco-friendly, rainbow cornstarch. While some felt they truly sweated for good, others thought of it more as mandatory outdoors time. So what can we take away from the Positive Tracks activities as we continue exploring new ways of spread-

ing awareness towards climate change?

Notably, the giveaway of metal straws worked out the best. This idea is easily implementable and we would all enjoy sips without a plastic aftertaste. As such, people were already using their straws for drinks the next day. The fitness circuit idea also turned out well. It was a nice opportunity to get people active in their common grounds, and the table with the sticky notes on climate change solutions let us pause to think about our actions. The circuit would have been even better with less stations and more knowledge or reflection-based activities during the water breaks, which leads to my next point.

The event was lacking in its informative aspects since some parts distracted student interest. ‘Why are we doing this?’ a sophomore and teacher beside me wondered during the “sit-down” challenge. I also noticed a general apathy and disorganization in the Hungry Hippos waste-sorting game. In

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Upcoming Events

- 10/25/19 - Day in Action
- 10/28/19 - Picture Retake Day
- 11/1/19 - End of Quarter 1
- STEM Speaker Series:
 - 10/25/19 - Maria Pellegrini
 - 11/1/19 - Erich Osterberg

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Reflecting on Block Schedules

By: Skyler Tompkins ('22)

Recently at HHS there have been many rumors about the scheduling system such as switching to a block schedule, doing a year of full experimental testing, and switching to a hybrid of what we have now and a block schedule. These rumors drove me to find out more about block scheduling, and to find the truth about HHS’s plans.

Many students were not happy with the experience during the testing of the block scheduling last year, and were not happy with the idea of changing to one permanently. I decided to investigate different types of block schedules, and I found that most block schedules bear little resemblance to what we tested.

To discover more about block scheduling, I examined two studies and

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CLIMATE CHANGE cont. from page 1

my quadrant, only about a fifth of people participated and most that did ended up breaking the rules (running instead of hopping). “What is terracycling?” said several panicked students. “Which ball corresponds to which bin?” as the teachers frantically organized the mixed piles. The game could have used representative objects for waste disposal and more clarity. On a final note, the environmental pledge produced more sarcastic smiles than genuine ones. “It sounded forced, since it was full of unnecessary rhyming,” said a senior.

Overall though, Positive Tracks has brought us a sense of how we might structure future schoolwide activities around climate change. My ideal is that we could start an environmental version of Winter Carnival but instead of teams by class we can have everyone participate on randomly-assigned teams. Having a competitive aspect would keep everyone more engaged, and it can leave a positive mark of school spirit at the start of the year.



The Great X-Period Discussion on Council

By: Stephen Wang ('20), Ben Wagner ('21)

Over the past few meetings, Council has discussed extensively the issue of X-periods and how to improve them. Here are some key questions/points to think about:

1. How should we reduce discrepancy across departments on X-policy?
2. How do we find a balance between student and teacher interests?
3. Are X-periods in need of standardization or clarification?
4. What is the philosophy of our X-periods?
5. Is there a problem of transparency about the expectations of an X-period for teachers and students?

Below is a Report from 9/18/19 that summarizes the X-period motion when first brought:

This week's Council meeting occurred in the auditorium, which the entire Freshman class was required to attend as a part of their Citizenship and World History course.

The reports section of the meeting lasted longer than normal, as committee chairs introduced themselves and stated the goals of commit-

tees. Notably, Student Life Chair Casey McGuire spoke of her committee's work with the Cafe to reduce environmental impacts through several techniques, such as buying a dishwasher to reduce the use of plastic or paper plates and cutlery.

The rest of the meeting was devoted to Junior Representative Tom Lyon's X-Period motion. If passed, the motion would add greater standardization for use of X-periods, as well as mandate question-asking and extra help availability in classes not offering an X-period. In his speech, Representative Lyons spoke of the usefulness of X-periods, and a need to ingrain current practices into the handbook, so as to preserve them even through future staff turnover. The motion in its original form stipulated that teachers of classes without Xs would have to be available for extra help before or after school, a statement that led Staff Representative Hal Bourne to question the legality of that section, as Council cannot require teachers to be present outside of their contracted time. The motion was amended to add activity period as an acceptable time for teachers to be available for extra help.

A large portion of the day's debates revolved around the addition of a 5C+No homework classification to add to certain classes in the program of studies. Ultimately, it was accepted, as the body felt that the classification

was fitting for certain courses, and that the addition would provide a guarantee of extra help for students enrolled in those classes.

During the remaining minutes of the meeting, discussion revolved around the X-period motion as a whole. The motion includes language allowing teachers to use activity period for course enrichment, which several members voiced opposition to, stating that activity period is meant to be the student's time. Representatives including Wylie Lucas ('21) and Sabin Mitchell ('20) spoke of throwing out the motion, and instead trying to reform the X-period system in an even more significant manner. Representative Sage McGinley-Smith raised the point that all classes specifically required to graduate (such as Gym and Health) should be required to give an X every five-day week, as students do not have a choice to not take the class. Council adjourned mid-debate; as this is a complex and potentially influential motion, the debate will likely stretch over several meetings.

Next Council meeting is on October 30; potential things to be discussed include the Clear Speech Motion, Hanover Pledge Motion, and Plebiscite Motion; find the most recent minutes and agenda on the Council webpage at <https://council.hanovernorwichschools.org>.

New Teacher Profiles (Part 1)

Mr. Robert Dupre (Bob), by Kira Smith

Mr. Dupre has lived in the Upper Valley for many years. He grew up in Windsor, Vermont and recently decided to move to New Hampshire for work. So far, he said he has been most impressed by our school's unique variety of courses such as Latin and astronomy. Mr. Dupre works as an educational assistant, which means he spends his days helping teachers throughout the school as well as individual students.

Ms. Inger Kwaku, by Kira Smith

Ms. Kwaku moved to Hanover two years ago from Honolulu, Hawaii. Before living in Hawaii, she and her family lived in Boston and were excited to have the opportunity to move back to New England. Ms. Kwaku has lived in eight other countries and considers this her home. Needless to say, she loves traveling and experiencing different cultures. Ms. Kwaku is a speech pathologist and will be working with students on a variety of communication skills.

Ms. Donna Pereira, by Kira Smith

Ms. Pereira is one of our school's new educational assistants. Aside from helping the students and staff, Ms. Pereira enjoys gardening and cooking. She is currently sending her four children through the Hanover school system and has experienced how inclusive our high school is. Although initially from South Texas, she grew up here and calls it home.

Dr. Jesse Mast, by Kira Smith

Dr. Mast said she has called the Upper Valley her home ever since moving here in 2013 for grad school. Dr. Mast is doing one of her two internships with Mr. Lavinge and will be helping teach the Honors Chemistry class first semester. She loves seeing that our school gives students so much freedom. Outside of our school, Dr. Mast has found a fantastic community in the Upper Valley Vixens, the competitive roller derby team she skates for.

Ms. Laura Streeter, by Kira Smith

Ms. Streeter just moved here with her boyfriend from Rochester, NY, where she had lived for the past eight years. Ms. Streeter is the new learning specialist and will be helping our peers with learning differences cope with the challenges of high school. A little-known fact about Ms. Streeter is that aside from school, she enjoys practicing calligraphy.

Mr. Jason Hirschhorn, by Zane Schiffman

Jason Hirschhorn, a new math teacher, may have only been at our school for a matter of weeks, but he has already made an impression on the school and the school on him. Of his first few weeks of school, he noted how "incredibly nice" everyone has been.

Currently, Mr. Hirschhorn is teaching five classes, in both the areas of math and computer science. In the past he has taught in both math and computer programming at three schools for different age groups on the East and West Coast.

Beyond school, Mr. Hirschhorn is both a chef and an avid athlete. Mr. Hirschhorn played soccer for his high school and he also took part in theater during most spring seasons of high school.

Mr. Hirschhorn has been here long enough to make an impact on the student body. To Mr. Hirschhorn's excitement, many students have been interested in his computer programming class after hearing about how it has gone so far this year. To the student body, he wants to say, "Take computer programming!"

Ms. Susannah Conway, by Jack Meehan

As a new educational assistant this year, Ms. Conway works in a series of classes to help students reach their full potential. Ms. Conway is somewhat new to this specific position, since this is her first time working with high schoolers. Ms. Conway has worked at Greenwich Academy, Shore Country Day School, and the Bement Day School, each time as an elementary school teacher. She always wanted to be a teacher, but never predicted she'd end up working with teenagers. Stepping into this school, Ms. Conway notes the high schoolers are a bit harder to read than elementary school kids.

In her free time, Ms. Conway enjoys hiking and spending time outdoors, as well as singing and playing the guitar. She hopes to engage with her students outside the classroom by becoming involved in the community.

Interestingly, Ms. Conway has been part of a world record. At a Cleveland Cavaliers game, she helped break the record for "Most People Wearing a Snuggie in a Room at the Same Time." What is the record? 20,560 fans!

While Susannah Conway may be new to this school and new to the position of an educational assistant, one English teacher has already claimed that she is "one of the most engaged and helpful ed assistants she has ever seen."

New Teacher Profiles (Part 2) will be featured in the next issue.

BLOCK SCHEDULE cont. from page 1

two analyses of research. The first one, "Your Answers to Block Scheduling" published by Dwight Schar from the College of Education at Ashland University, provided many different types of block schedules; they differed in number of classes and in ways to manage free time or electives. The first one was a "4x4." In this schedule there are four classes a day and the same classes every day. These classes meet for 90 minutes a day and a semester class is worth a year's credit. This schedule also has a lunch period and an intersection, which is similar to our activity period. The second one was an eight-block schedule, this one has eight classes, four every day with a lunch period. These classes also meet for 90 minutes. The main appeal of this schedule is that it provides more time for teachers to organize their classes. The third one was a 10-block schedule; this one has five classes a day, each 75 minutes long. This schedule has a room for an extra block that can be used for things such as activity periods, common grounds, and learning strategies, and act similarly to our X-periods. This are just a few of the schedule types, but there are many variations and hybrids of each of these.

The second study, "How Block Scheduling Reform Effects Classroom Practices" by William R. Veal and David J. Flinder, from the University of North Carolina, along with the two analyses of research, all came to similar conclusions: block schedules are unlikely to improve learning unless teachers adjust their teaching styles to fit. One of the reasons the testing done at HHS was not popular with the students was because they found it hard to stay focused during an hour and a half long class. This may have been because many of the teachers at HHS, understandably, tried to fit two previously planned lessons into the 90-minute block. According to these studies, teaching a successful block schedule would involve more in-depth learning covering less material. The focus

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BLOCK SCHEDULE cont. from page 3

instead is on a higher quality of learning and understanding. This means that classes would move towards more applied, project-based, and an engaged teaching style. One of the analyses of research discussed failed block schedules and indicated that the main reason schools reverted back to a standard schedule was due to lack of training and support for teachers to help them adjust and evolve their teaching style.

In a meeting with Mr. Campbell, the rumors were put to rest. There has not been an official decision on the issue. Mr. Campbell and the school board are considering the priorities of the school and the students. There are ongoing meetings with students, staff and parents to gather their opinions. Mr. Campbell does believe that the schedule can be improved but “doubts that we will head in that direction” (meaning that of a block schedule). Instead, our school is searching for a solution that will have fewer transitions than the current schedule, so as not to waste time and to not have students refocusing every time class starts. One concern with different forms of schedules is the need to balance so many interests and requirements. It is difficult for students to continue on with electives such as band and chorus along with requirements such as PE and health. Mr. Camp-



bell said that whatever direction the school moves in, it will not limit students' ability to take classes in the arts, and that it will be just as easy to access these classes as it is now. Another concern is that many students who participate in Ford Sayre or HACTC might miss too much of one class. Mr. Campbell is planning on meeting with these students and looking to improve the current schedule while balancing many competing desires and demands.

Hiring a School Resource Officer - DSB Report (9/24/2019)

By: Noah Phipps ('21)

The Dresden School Board (DSB) met on September 24th to discuss two important issues: how a potential conflict of interest involving a school board member and school board-related business should be handled, and whether to pursue hiring a School Resource Officer (SRO). The DSB first held a discussion on how to address conflicts of interest that could arise on the school board. The current policy outlines that those with a conflict of interest are barred from participating in discussions involving the interest and are unable to vote. However, many school board members felt that a member with a conflict of interest should be able to discuss the issue unless they have a direct pecuniary interest. Some school board members felt that even if a member had a conflict of interest, they could provide valuable information on the subject and therefore should still contribute. Other school board members had concerns over the optics of Board business, and felt that members should be as transparent as possible and announce any potential conflict of interest. No decisions were made and these issues surrounding conflict of interest will continue to be addressed by the DSB at future meetings.

After the first discussion, the school board heard a presentation by Mr. Campbell on hiring a school resource officer. A link to the proposal can be found here and at the bottom of this article.

The DSB and Administration have discussed hiring an SRO twice in the recent past, and had agreed to hire a retired police officer as an Atrium supervisor, but were unable to find any applicants to the position. After a recent security audit, the SRO position was suggested to Hanover High School as a way to improve school safety. According to the proposition, the SRO would be “a school resource officer is a member of the Hanover Police Department who would be permanently assigned to the three NH schools. The individual would be a fully sworn officer but would likely wear a scaled down uniform” (Proposal for School Resource Officer (SRO), DSB). The SRO would work full-time at Hanover High School or could split their time between Hanover High, Richmond Middle, and Ray Schools. The SRO position is being proposed for several purposes: to improve communication between the schools and emergency services, to help build relationships between the police and the student body, to be able to rapidly respond to emergencies in the school, and to carry out various residency checks (for confirming that a student lives at their listed address).

Some members on the board expressed their interest in hiring the SRO, while others expressed concerns about the position. Some members were concerned that there would be

an armed person in the school, that an SRO may dangerously escalate situations involving students with disabilities, and that an SRO might not be an effective way to respond to emergency situations on campus. The SRO discussion will continue at the next DSB meeting on October 29th.

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Sports Team Updates

By: Reilly Uiterwyk ('21), Zane Schiffman ('22),
Jack Meehan ('20), Stephen Wang ('20)

Boys Soccer: Boys Soccer is doing well and is likely looking at a strong finish in their last three games. At the front of the lines is captain Charlie Adams who has surpassed the all-time scoring title at Hanover. Also, anchoring the back is captain Kyle Doucette, succeeding previous captain Dylan Bradley. Despite a couple of key players graduating, the team recovered very well. In terms of their future prospects, there are vast concerns with 17 seniors on the team currently, although that will bode well for this season. The excitement about the prospect of another championship is palpable. Head varsity coach Robert Grabill said that he believes this year's team is better than last year despite the early loss to the defending state champion Bedford.

Girls Soccer: Coming off of a state championship win last year, the Hanover girls soccer team has remained undefeated in the 2019 season. Both the Junior Varsity and Reserve teams have also had impressive seasons, both being undefeated with Reserve tying one game against Hartford. The Varsity team is continuing to gain speed, taking the win 4-0 in their most recent game against Plymouth. Goalies Bella Bardales and Lauren Isley have also had an impressive season with only two goals scored by opposing teams after 14 games.

Cross Country: A recent win for the boys team at the Belmont Jeri Blair Invitational has definitely put the Marauders on the map. Trevor Siegel ('20), Daniel Frost ('21), and Ian Nolon ('20), led the way with 5th, 6th, and 7th place finishes, respectively. The girls team also fought hard, resulting in a 3rd place finish. Overall, both teams have been pulling through with fast times.

Golf: Having lost many talented seniors last year, the golf team looked to Captains Jack Meehan and Patrick Daley to lead the charge in a season versed with healthy Division 1 competition. A hole-in-one from Junior Natalie Morhun led the golf team's headlines. The Marauders were 16-6 for the season, placing them 5th in the division. Pinkerton and Exeter led the standings. Hanover faced off with these powerhouses at the state championship, held on October 14th at Stonebridge Country Club in Goffstown, NH. Jack Meehan placed 2nd.

Volleyball: Volleyball has seen new growth this year, with 30 new freshmen, making the upperclassman to underclassmen ration at 1:3. The future for HHS volleyball is hopeful. The team wass off to a strong start in the 2019 preseason. The actual season though had more downs than ups, with the team coming just a few



PC: Kaia Randolph

points short of winning sets against previous state champion and runner-up teams.

Field Hockey: Field Hockey has had a strong season, placing 3rd in their division. The team had several strong wins against Hollis, Pembroke, and Bow. Despite a difficult loss against Lebanon, the team came back strong and looks poised to do well in the playoffs.

Football: After a rough start, morale still remained high. However, Hanover continued suffering many back-to-back losses, and will unfortunately not make the playoffs.

Divisional Rankings:

Boys Soccer: 3rd

Girls Soccer: 1st

Golf: 5th

Field Hockey: 3rd

Football: 9th

Volleyball: 11th

This Week In Sports:

Boys Soccer (11-2-0)

- 10/22 v. Nashua North
- 10/23 @ Pinkerton

Girls Soccer (14-0-0)

- 10/22 @ Bow
- 10/25 v. Lebanon 4:00

Cross Country

- 10/26 Division II State Meet @ Derryfield Park

Volleyball (4-9-0)

- 10/22 @ Laconia
- 10/24 v. Oyster River

Field Hockey (11-1-1)

- 10/24 Prelims

Football (0-0-7)

- 10/25/19 vs. John Stark
- 11/02/19 @ Plymouth

Scythe Book Review: Interesting Premise, Solid Characters

By: Will Golec ('22)

The concept of death is something that's consistently been in stories we tell, from the earliest myths about Hades and the underworld to modern action movies, even if it's simply something to be avoided. *Scythe* explores the idea of a society where death no longer exists, at least not naturally. In the future world of this book, there exist people called Scythes. Their job is to permanently kill a certain number of people each year, to keep the population in check.

Rowan Damisch and Citra Terranova are chosen by the honorable Scythe Faraday to become scythes themselves. Not long into their apprenticeship, a violent scythe named Goddard decides that one of them must kill the other to become a scythe and finish their apprenticeship.

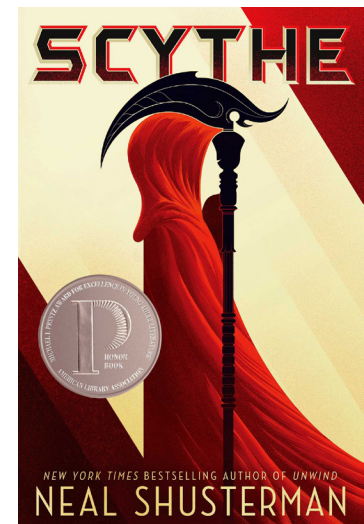
Citra and Rowan follow three different scythes that each have different ideas about how to do their job. Scythe Faraday treats his job as a sacred duty, going through his job soberly and living in minimalist conditions, trying to detach himself from everything else. Scythe Curie attempts to live a more normal life whilst doing her scythe work, and Scythe Goodard treats being a scythe as a great honor to be fully taken advantage of. He rev-

els in riches, parties, and the control he has over everyone for their fear of being gleaned.

Each Scythe's philosophy is interesting in their own way. Goddard is very clearly presented as the wrong way to do the job, being the villain of the story. He's even compared to serial killers like Charles Manson in the story. Scythe Faraday and Curie are defined as the right way to do it, with each of them being mentors to the main characters.

Speaking of which, the main characters, Rowan and Citra, were portrayed fine. Rowan has a very good backstory that makes you feel bad for him, but Citra doesn't get one. She shines in the action of the story, being by far the more active of the two with Rowan being stuck with Scythe Goddard for the second half of the book, and Citra being allowed to do more on her own because of that.

I was worried that Rowan and Citra were going to have a forced romance plot, and they sort of do. Citra saves Rowan at the end and they split up with one of them saying that they love the other, and the other acknowledging that, yes, they love them back. It doesn't get in the way of anything, so it's fine, but at the same



time, it just feels tacked on for the sake of it.

The world of *Scythe* is very interesting, in that it's the only book, heck, piece of media I've seen that has a massive controlling AI that works. Thunderhead never turns on anyone in the book, and also despite controlling everything that we need to live, it's peaceful and benevolent, except for the fact that it created a group of people whose job is to murder people. But I'll take Thunderhead over Skynet or Ultron any day.

The result of death not being permanent

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Freshman Advice: Don't Stress, Be Legendary

By: Katie Stannard ('21) and Ben Wagner ('21)

Dear Freshman,

As you begin to immerse yourself into the high school, we offer a few pieces of advice we heard when we were freshmen and add advice that we wish we had known.

1. Don't think that because you are a freshman you have no say in what goes on inside the high school. Being a freshman, it can be easy to think that your voice and advocacy for change doesn't matter, but, in reality, it's your voice and fresh perspective that can make those changes more effective and helpful to you while you are in high school. Join as many clubs or sports as you are passionate about,



and try out extra-curriculars you might have originally been hesitant about. You are the newest voices to join Hanover and it's important for you to speak out.

2. Ask for help. The first year in high school can be daunting, as academics become harder and the grades you get matter more than they had before. You have to remember that not everything is going to come easily, but school is made much easier when you ask for help. Doing so early on is crucial. Your teachers are there to help you understand an assignment so you can feel more confident turning it in. They are also there to help if you need extra time or want to go over assignments you didn't understand the first time. Every adult (and many upper-classmen, such as peer leaders, team captains, or club presidents) at the school is here to help you out.

3. This year is only as stressful as you make it. It's important to remember that you choose how to spend these four years. School can be stressful but you can build in time around your school work to have fun doing what you want to do. Make sure you are fitting in time to make

new friends or spend time with old ones. It's also important to take care of yourself and make sure you are sleeping and eating well, which can also help you when completing school work. Make sure that you can do things outside of school that you enjoy so that these four years of high school are as positive as possible.

4. Be legendary. Do what you want to. Have fun. Start a club. Win a state championship. Become a band prodigy. High school is a super awesome time to be super awesome. Find something you love and grind for it. It can be a really positive experience, and the struggles you encounter will teach you things about yourself you never knew before. That being said, being legendary does not have to be all about being traditionally successful--playing a great prank on a friend can be legendary too.

5. Don't worry about finding a niche. You have so much time to do that. At this point, just get by in school, enjoy your extracurriculars, and trust that social life will sort itself out.

Scythe Review cont. from page 6

most of the time isn't explored very much in the book. The only thing that comes of it is a group of people who jump off high buildings for fun with no harnesses or anything. It's also used for one brief action scene, but I wish it was used more somehow.

Speaking of action, there isn't very much. Scythe is a slower and more introspective book, with the action scene I mentioned earlier being only one of two. Each chapter of the book ended with a journal entry with one of the characters being philosophical, the older scythes discussed at length why they do what they do, and a lot of it is the main character's inner thoughts. It makes for a fast-paced Haruki Murakami, more or less, and it works very well, but I can't help but wish for a more dramatic climax. It's split into both parts, and both end very fast.

Overall, I would recommend this book. It's easily the best thing I've read in a while and has an interesting premise and solid main characters. I would have explored the world beyond the scythes, and anyone beyond Citra, Rowan and the main three scythes have very little to do. Rating: 9/10

Scythe is written by Neal Shusterman, author of the Shadow Club series, Start Shards Chronicles and Skinjacker Trilogy.

Food for Thoughts: Water Fountain Edition

By: Sophie Caulfield ('21), Alice Rodi ('21), Julia Horan ('21)

ATTENTION ALL THIRSTY STUDENTS

Imagine: You're longing for a refreshing drink from one of the many water fountains at Hanover High School. But you have to ask yourself, "which water fountain is most worth my time?" Fortunately, we're here to answer that question for you. We have done the hard work of testing the water

from each fountain and have provided a concise synopsis of the quality at each location.

Disclaimer: This is a comedic review section, so please don't be angry if we don't like the water fountain your great-great grandfather built in 1909. Also, we're aware that water isn't food, but we got too attached to the idea.



Athletic Hallway

Both upper and lower "deck" water bottle filler; good water pressure; nice cold temperature; good for freshmen (near gym); far away from classes; can be crowded after school during sports; found corn in it once... and I was scared.

Social Studies Hallway

Upper and lower deck; nice water flow; low traffic; water tastes more mineral-y; no water bottle filler; water is freezing cold; fountains are low to the ground, just imagine being a high school junior who wears men's size 13 Nikes.

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About:

The Broadside is the student-run newspaper of Hanover High School in Hanover, New Hampshire.

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First Floor Nurse's Office

Water bottle filler; mat under fountain—very boujee; very low to the ground; nasty, warm water before it gets cold; lots of traffic.

English Hallway

Water bottle filler; no mat; metallic taste (it's funny because we all have iron deficiencies, oops); sucks overall; lots of traffic.

Science Hallway

Cold water; no water bottle filler; must bend all the way over to use the lower deck fountain (PSA: if you're short, you don't need to prove yourself by using the tall one. Tall people have to look extremely stupid using the small one when you do that).

Math Floor

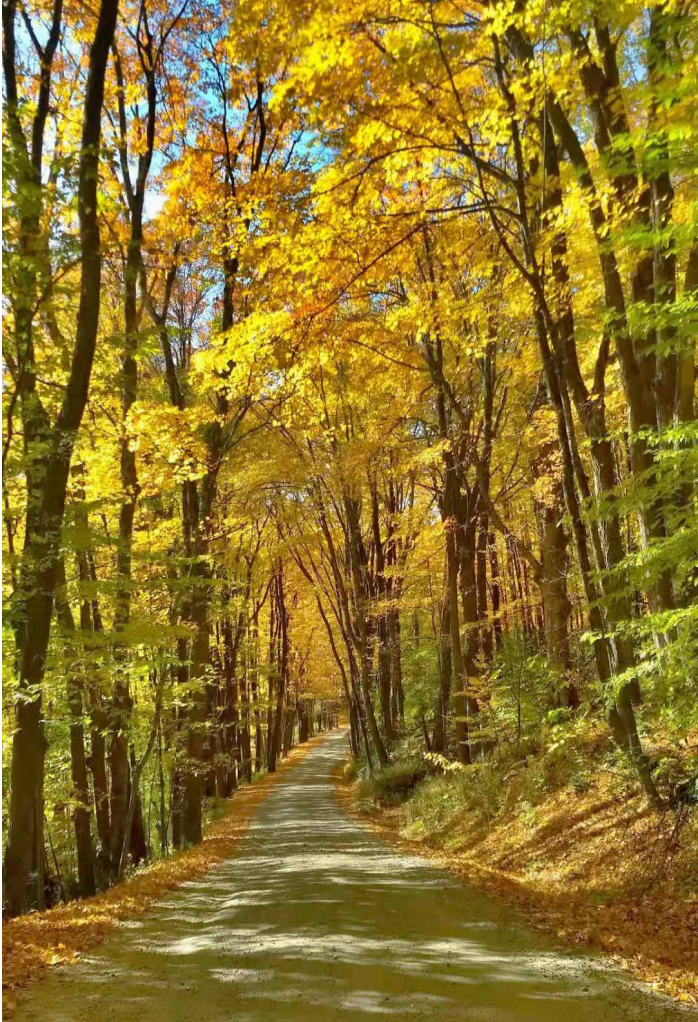
Fun, amusing posters; bad water flow; some might say too cold, our teeth hurt; very low water bottle filler.

Music Department

Not much traffic, but sneaky location (out of the way unless you do music classes); gorgeous arc, stunning;
Reader review: "My undeniable favorite, good temp., water flow, and it doesn't taste bad!" – Oliver Hawke
No water bottle filler

Conclusion: Try the music department water, or skip water fountains all together. Buy a reusable water bottle, and don't put corn in the athletic hallway's water fountain, maybe.

(sponsor us @environmentalclub please and thank you)



FALL FOLLAGE

By: Stephen Wang ('20)

