

BROADSIDE

HANOVER HIGH SCHOOL

Council's Issues Unearthed

by Caleb Benjamin ('19)

Council is enduring one of its most turbulent times in years. There has been a lot of conversation about the Community Service Motion over the last few weeks, and while the motion passed unanimously, it triggered enormous discontent among HHS citizens. Taking a closer look at the issue revealed the discontent to be more so with Council itself, than any particular motion.

Student polling suggests students and staff are not just against the Community Service Motion, but also largely unhappy with their representatives and Council as a whole. According to a survey sent out to the student body and staff, 58% of Hanover High opposed the Community Service Motion. In addition, 39% feel Council only "somewhat" represents their opinions while 34% feel as though Council doesn't represent them at all. The statistics are slightly more favorable for Council Representatives. Forty percent of HHS citizens say their representatives somewhat represent their opinions, 33% said they felt they were not represented, and 26% saying they felt their Council representatives did represent them. Even disregarding the students who responded "somewhat" to either question, it can be said with certainty that more people disapprove of Council than approve of it.

Students as well as Council members have recently acknowledged that the disapproval of Council and its representatives stem from issues that are larger than just the Community Service Motion. These issues include the lack of communication between the student body and Council on important issues, the fact that Council members seem to all share the same opinions, and the lack

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The bees. Photo by Gwen Friedman '17

HHS Welcomes Bee Colony!

Saturday, May 20th marked the arrival of several hundred new members of the Hanover High School community: honeybees!

Spearheaded by Thomas Cochran, a French teacher here at HHS, the campaign for bees at Hanover High has been a long time coming. Recent grant money enabled the school to purchase a viewing case for the hive, which promises to be put to good use by students, staff, and classes alike.

Located on the second floor of the building in the Science Resource Center, the honeybee hive is available for viewing anytime. All members of the Hanover High community are encouraged to check out the school's newest edition(s)!

(Right) M. Cochran shows off one of the panels containing part of the bee colony as the hive is set up. The set up took place on Saturday morning in front of the school. (Photo by Gwen Friedman '17)



COUNCIL DISCONTENT *cont. from page 1*
of student involvement in the process of passing a motion.

The most widely cited of the three previously mentioned issues is the lack of communication and information circulation surrounding Council. One student stated in specific reference to the Community Service Motion, "I believe that Council does NOT do a good job of gathering input from the school community before passing a motion that could affect the graduation requirements of ALL students." The student added, "Council representatives should have gotten more input from their constituents." Council members acknowledge the problem. Colm Seigne, an At-Large Member on Council described this phenomenon as "like a hiatus in the communication."

The real questions in the mind of many students are who is to blame for the problem, and how could the problem be fixed. Many students complained that they had talked to their Council Representatives but felt as though nothing had come of the conversations. One student commented, "I think that the Council does listen to what I have to say, but I think that when it comes to acting on that, they don't pay attention to what I think." Another student wrote, "I feel that although Council members will listen to my opinions, they will not represent my views in council by either voicing them or voting for them if they do not agree with them. I can do my best to voice my own opinion, but at the end of the day, if not a single one of my grade's council rep[s] will vote for my opinion, then it is not representing my beliefs."

Council members voiced varied responses to these complaints. Senior Class Representative Henry Mackall made the point that Council members are the only ones who attend Council meetings, and thus they have a better perspective. Yet he still acknowledged the problem saying, "I don't think council does a good job of expressing [Council's] views or clearly telling the student body why we do what we do, because I genuinely believe that we do the right [thing]. But the problem is that since we are the ones that attend the meetings, and they don't, there is an issue explaining what we are doing."

In addition, he said students have a responsibility to be more informed, "I feel like the student body gets everything secondhand . . . if it is a very serious motion and they want to get firsthand understanding of what it is like, then they should probably attend the meeting." At-Large Member Colm Seigne also said that if a student wants to be informed about an important motion they should go to Council Meetings and not rely so much on their representatives because, "you can't really expect every single council member to know what happens at every meeting."



Jasper Meyer ('18) gives his speech to try and persuade Council members to vote for him in the election for Assistant Moderator. Photo by Caleb Benjamin ('19)

In contrast, Junior Class Representative Henry Kahl said that "It's on Council" to help inform the student body about what is going on. He, along with other students who responded to the poll, point to Common Ground and the lack of conversations about Council that take place as the cause of the system's failing. One student wrote, "We have not had a council report in CG all year, no one from council asks our opinions on anything." On the same issue, Representative Kahl said, "I don't know if this is currently happening, but each Common Ground is supposed to have a council rep, and so the council reps job is to voice-over what is currently happening in council and convey that information to the common ground . . . I don't think that every council member does that."

The next big problem, as acknowledged by both students and Council Members is that Council elections are not about ideas for the future. One student said of the electoral system, "It's people elected largely by popularity contest, from similar groups with similar views, just because they're 'nice' rather than on any concrete platform." Multiple Council Members have acknowledged this, including Representative Mackall who said, "It is basically a popularity contest, honestly speaking."

This problem is hard to solve according to Representative Kahl, "I don't think we can necessarily fix that. The voting system that we have is as fair as it could ever get to be." Others claim the problem could be fixed by a more elaborate election system. The Council Bylaws state that a candidate may choose to make an appearance at an assembly to discuss issues of interest and their qualifications, but this is by no means a prerequisite to running. Making an appearance by each candidate at this assembly mandatory is an obvious example of something

that many people agree could improve what Henry Mackall called a system just composed of posters that are "just saying vote for me, or I need this for college." On top of this, former Council Member and current teacher Mr. Berube feels as though citizens of HHS must vote for people that really represent them, "I think that student body should know how the representatives vote. It doesn't mean they always have to vote the way you want them to vote. But you should know how they vote so when you go to vote for your representatives you know where they stand."

With all the anger festering because of the Community Service Motion, many students have called for a bigger role in the process of passing a motion. Thomas Madden, a sophomore, suggested that after a motion is passed the school should hold a referendum in which all students could vote on the motion, so that only if a student majority supported the motion would the motion be sent to Administration. Though most Council members were adamantly against this suggestion, Representative Kahl said he would be open to learning more about this idea. Council is already required to take a roll call vote on main motions, and Mr. Berube suggested that holding referendums on main motions might be an option worth looking at.

There is no doubt, especially after this last motion, that Council is a critically important part of our school, and as the polling showed, the citizens of HHS are not entirely satisfied with it. Council members suggest that students should get more involved, which they argue will help them understand better what Council decides to do. At the same time though, a consensus among students indicates Council must also make some necessary changes.

Departing Staff

Frank Bass



by Justin Zhou ('20)

Frank Bass has been superintendent for SAU 70 for six years. Mr. Bass has worked tirelessly to help make the environment and educational experience at SAU 70 better for everyone, and Hanover High School would like to thank him for his contributions to our school district.

What did you enjoy most as superintendent?

There are many aspects of the job I truly enjoyed, but most centered around my time with students and staff. To quote Clayton Simmers, 3rd grade teacher at the Ray School, "there's no price tag for the "ah-hah" moment when the lightbulb goes off and they suddenly get it!"

What was your most memorable moment as superintendent?

There are many memorable moments, almost all involved students and staff. I should also add that many of the HHS teachers invited me in to team-teach or spot lecture, which I really enjoyed. Mr. Bourne and Mrs. Caldwell have been most gracious in affording such an unusual opportunity as superintendent to teach their classes. And, what I learned in no uncertain measure-- what an incredible staff we have in our schools; 99% of all that's good in public education comes as a direct result of who's guiding and mentoring our students day-in and day-out, and that statement is never more true than here at HHS!

Do you have any plans after retiring?

I've been hired as an adjunct professor at SNHU in the graduate school of education; I'll be teaching "Ed Leadership" beginning this summer. I'll also be teaching in the English Department at Manchester Community College this fall, also as an adjunct prof. Beyond that I look forward to travel abroad and the birth of our first grandchild due this November.

HHS also says a temporary goodbye to Madame Doyle, who will be leaving on sabbatical for the 2017-18 school year. Bon chance madame!

Margaret Bragg



by Hayden Smith ('18)

Special Education specialist Margaret Bragg is among those retiring from Hanover High this year following a long period of service at the school. Here is what she had to say in an interview on her retirement:

How long have you worked at HHS?

I began working at Hanover High School in the fall of 2005, so am finishing my 12th year.

What have been your most memorable experiences at HHS? What did you think of your time here?

What I have appreciated most about my time at HHS is the variety of assignments I've had working as a Special Education paraprofessional is supporting students in many academic classes as well as in photography and chorus. I've participated in some interesting March Intensive activities too: Bread and Cheese, a COVER wheelchair ramp construction project, Mr. Haehnel's Shoe Tie Variations, and Intro to Computer Programming.

I have had the pleasure of working with two Hanover students at the Regional Resource Center at Hartford High School. I've been part of such enterprises as their pizza, raking, and car-wash businesses, and assisted in the recycling program and in wood shop projects. For three winters I skied with a student at Mt. Sunapee on Fridays as part of the New England Healing Sports Association's program (I joked with my family that I was a professional skier since I was getting paid to ski!).

Do you have any future plans for after you retire?

I am a "backyard farmer" with a large vegetable garden, an orchard, and a small flock of hens. I look forward to having more time to spend in the garden, with the Willing Hands gleaners and to travel. I also hope to take a watercolor class at AVA, learn more Spanish and read the stack of New Yorkers that has accumulated on the coffee table. And do whatever I can to make this world a kinder, gentler place...

CLASS OF 2017 FUTURE PLANS

Abbate, Liam Patrick	<i>Santa Clara University</i>	Fielding, Caffrey C	<i>Rhode Island School of Design</i>
Abbatiello, Clare R Rose	<i>University of Vermont</i>	Finkelstein, Parker	<i>Plymouth State University</i>
Acker, Jacob	<i>Bentley University</i>	Finley, Ryan Aquilla Scott	<i>Plymouth State University</i>
Adams-Blackmore, Lucas	<i>Queen's University</i>	Fleischer, Ernest Daniel Daniel	<i>Oberlin College</i>
Alexander, Sylvie	<i>Scripps College</i>	Foster, Emily Elizabeth	<i>The New School</i>
Baker, Alan H	<i>GAP Year</i>	Friedland, Ethan James	<i>American University</i>
Barr, Katherine E	<i>Unknown</i>	Friedman, Gwendolyn	<i>Northeastern University</i>
Bartholow, Nicholas Arthur	<i>University of La Verne</i>	Gantrish, Benjamin George	<i>The Tilton School</i>
Birkmeyer, Margaret Ayn	<i>New York University</i>	Gardner, Clare	<i>Endicott College</i>
Blinkhorn, Caitlin Elizabeth	<i>Holderness</i>	Garg, Sadhya	<i>Tufts University</i>
Boitnott, Brian	<i>Bates College</i>	George, Kathryn Olivia	<i>Dalhousie University</i>
Boitnott, Jeffrey	<i>Carleton College</i>	Gilardi, Andrea Caroline	<i>Clark University</i>
Bonner, William	<i>American University</i>	Glueck, Adam	<i>Dartmouth College</i>
Bowen, Tyler Charles	<i>Unknown</i>	Goff, Jonathan Joseph	<i>Skidmore College</i>
Bradley, Eliza	<i>University of Toronto</i>	Good, Allyce	<i>Esmod Paris</i>
Breed, Ella Ute	<i>Western Washington University</i>	Gurman, Liam	<i>GAP Year</i>
Brendel III, John J	<i>University of Vermont</i>	Hackett, Thomas Finnegan	<i>University of Vermont</i>
Brisson, Ella Rose	<i>Westminster College</i>	Hansen, Kristian Stig Svenning	<i>University of Minnesota</i>
Bristol, Katarina Sophia	<i>University of New Hampshire</i>	Hart, Ciara Jane	<i>Employed</i>
Brooks, Owen	<i>Colorado College</i>	Hatfield, Hayden R	<i>Southern NH University</i>
Budney, Kate Stanger	<i>Dartmouth College</i>	He, John	<i>Middlebury College</i>
Butler, Julia Mae	<i>Columbia University</i>	Helble, Marcus	<i>Bowdoin College</i>
Cardenali, Sophie Marie	<i>St. Lawrence University</i>	Herz, Sage A	<i>Lafayette College</i>
Chambers, Will G	<i>University of Redlands</i>	Higgins, Finn	<i>Montana State University</i>
Chen, Charles	<i>Dartmouth College</i>	Hoffer, Lara Anne	<i>Kenyon College</i>
Cole, Annika	<i>Elon University</i>	Indorato, Joseph B	<i>Plymouth State University</i>
Cole, Stefan Robert	<i>Roger Williams University</i>	Ives, Samuel	<i>McGill University</i>
Connolly, Aidan	<i>Champlain College</i>	Johnson, Arturo Moffatt	<i>PG Year</i>
Cooper-Perales, Alvaro	<i>Fordham University</i>	Johnson, Griffin C	<i>Colgate University</i>
Copeland, Johanna	<i>Wesleyan University</i>	Johnson, Mikayla Lynne	<i>Year Off</i>
Cowie, J. Noah	<i>Wheaton College</i>	Judd, Avery	<i>University of New Hampshire</i>
Crory, Thomas	<i>Employed</i>	Judd, Thomas	<i>Wentworth Institute of Technology</i>
Crosby, Rebecca Brown	<i>Trinity College</i>	Kahan, Simon	<i>American University</i>
Cyrus, Schuyler	<i>The University of Akron</i>	Kealey, Francesca Brianne	<i>University of Colorado at Boulder</i>
Danilek, Roger Jefferson	<i>Hamilton College</i>	Kim, Gabriella Hee-Eun	<i>Colby College</i>
Darrow, Kai Maxwell	<i>St. John's College</i>	Kim, Madeleine E	<i>Roger Williams University</i>
Davis, Grace Dickenson	<i>The New School</i>	Koehler, Kyle Edward	<i>Project Search program at DHMC</i>
Davis, Isabel	<i>University of Virginia</i>	Kopalle, Divya C	<i>Dartmouth College</i>
Dickson, Anna Kathleen	<i>Bowdoin College</i>	Kotz, Margaret	<i>Dartmouth College</i>
Dodge, Jensen Terp	<i>GAP Year</i>	Kynor, Ryan Dailey	<i>Lehigh University</i>
Downey, Adelaide King	<i>Pratt Institute</i>	LaCrosse, Thea J	<i>Wesleyan University</i>
Driscoll, Hannah Rose	<i>Unknown</i>	Lacy, Sonthaya M	<i>University of New Hampshire</i>
Eilertsen, Matthias	<i>University of Latvia, Riga</i>	Lang, Henry	<i>Northwestern University</i>
Elliott, Alexandra Kathryn	<i>Johnson & Wales University</i>	Leonard, Madison	<i>LIM College</i>
Enneper, Glen R	<i>Northeastern University</i>	Lightbody, Sarah Madeleine	<i>Scripps College</i>
Farina, Ashley Virginia	<i>Prescott College</i>	Logan, Patrick C	<i>Deerfield Academy</i>
Farrell, Alicia Constance	<i>George Washington University</i>	Loud, Gabriel	<i>Colgate University</i>
Farrell, Antonia Coyote	<i>College of William and Mary</i>	Lubrano, Amelia Bugbee	<i>Colby College</i>
Felde, Daniel H.	<i>University of Vermont</i>	Lutz, Samuel	<i>Embry-Riddle Aeronautical Uni.</i>
Feyrer, Mary Clare	<i>Cornell University</i>	Lyons, Madeline	<i>Middlebury College</i>

CLASS OF 2017 FUTURE PLANS

Macaulay, Alexander James	<i>Hobart and William Smith</i>	Schertzer, Daniel Ian	<i>University of Victoria</i>
MacCormick, Sarah	<i>Bates College</i>	Seaman, Benjamin C	<i>Bates College</i>
Mackall, Henry	<i>University of Chicago</i>	Seigne, Talbot David	<i>Boston University</i>
Marceau, Joseph A.M.R	<i>Brandeis University</i>	Seltzer, Brian Louis	<i>St. Lawrence University</i>
Marks, Hannah Rose	<i>Cornell University</i>	Shirai, Nanako	<i>Princeton University</i>
Marshall, Cameron V	<i>GAP Year</i>	Siegel, Shoshana	<i>Elmira College</i>
Mayo, Abigail A	<i>Castleton University</i>	Simon, Nathalie Ornelas	<i>Rochester Institute of Technology</i>
McNamara, Leslie M	<i>Colorado College</i>	Slayton, Ezra	<i>Employed</i>
Meliment, Morgan J	<i>University of Illinois at Urbana-Champaign</i>	Smith, William Spurgeon	<i>Roanoke College</i>
	<i>Union College</i>	Snelling, Elijah Soll	<i>University of New Hampshire</i>
Messersmith, Luke Frederick	<i>GAP Year</i>	Snyder, Teresa D	<i>Johns Hopkins University</i>
Meyerrose, Mahler	<i>Colby College</i>	Sobel, Benjamin Aaron	<i>Dickinson College</i>
Miller, Kirsten	<i>Non - US College</i>	Soderquist, Noah	<i>Embry-Riddle Aeronautical Uni.</i>
Moberg, Andreas M.C.	<i>Roanoke College</i>	Somoff, Dimitri A	<i>Occidental College</i>
Monahan, Avery J.	<i>Castleton University</i>	Somoff, Ivan V	<i>Dickinson College</i>
Monahan, Bridget H.	<i>University of New Hampshire</i>	Sorensen, Martin M.H.	<i>Florida Institute of Technology</i>
Morhun, Grant P	<i>University of New Hampshire</i>	Sparks, Georgia	<i>Barnard College</i>
Morrell, Elisabeth Margaret	<i>Fitchburg State University</i>	Spencer, Sara Ellis	<i>University of Vermont</i>
Movizzo, Anthony Michael	<i>New York University</i>	Spitz, Ruby Kathryn	<i>Santa Clara University</i>
Nabinger, Tyler	<i>Clark University</i>	Stafford, Connor	<i>Gettysburg College</i>
Nahabedian, Rainier	<i>University of Colorado at Boulder</i>	Starosta, Annabelle	<i>The University of Alabama</i>
Neumann, Rachel	<i>Embry-Riddle Aeronautical Uni.</i>	Starr, Casey Martin	<i>Westminster College</i>
Newbold III, J. Cheston M.	<i>Johnson & Wales University</i>	Stearns, Payton	<i>Wentworth Institute of Technology</i>
O'Connor, Meghan Bridget	<i>St. Lawrence University</i>	Stevens, Laila Li	<i>Bates College</i>
O'Toole, Saorla	<i>Binghamton University</i>	Strohbehn, Samuel David	<i>Tufts University</i>
Olszewski, Harrison James	<i>Mount Holyoke College</i>	Sundaram, Christopher Suri	<i>Boston College</i>
Osborn, Annette E	<i>Scripps College</i>	Supattapone, Samuel	<i>Dartmouth College</i>
Owens, Amanda P	<i>Landmark College</i>	Tally, Caroline Daniels	<i>Williams College</i>
Paydarfar, Kamron Joseph	<i>Whitman College</i>	Tanny, Leah Mary	<i>University of Vermont</i>
Penfield, Sylvia Sage	<i>Syracuse University</i>	Taube, Juliana	<i>Bowdoin College</i>
Pentland, Camila	<i>Ryerson University</i>	Taylor, Noah MacDara	<i>Northeastern University</i>
Phillips, Christopher Robert	<i>James Madison University</i>	Testorf, Johannes M	<i>Rensselaer Polytechnic Institute</i>
Pierce, Olivia	<i>Brown University</i>	Tsapakos, Eleanor R	<i>University of Vermont</i>
Pikielny, Adam A	<i>Rice University</i>	Uhm, Hye Rine	<i>Dartmouth College</i>
Pikus, Lia Caroline Caroline	<i>Muhlenberg College</i>	Vecchi, Alessandro	<i>Ithaca College</i>
Pillsbury, Marie Alexander	<i>University of Pittsburgh</i>	Wallis, Avery	<i>Worcester Polytechnic Institute</i>
Pyle, Charlotte	<i>Whitman College</i>	Warhold, John Pius	<i>Benedictine College</i>
Ratliff, Luke S.	<i>Rhodes College</i>	Warhold, Joseph	<i>Ringling College of Art and Design</i>
Reed, Kristin B	<i>Merrimack College</i>	Wark, Alexander JP	<i>GAP Year</i>
Richard, Brittany M	<i>McGill University</i>	Webber-McCollaum, Alexis R.	<i>U. Massachusetts, Amherst</i>
Rimberg, Wilson	<i>GAP Year</i>	Werner, Margaret C	<i>Amherst College</i>
Roback, Cleo	<i>Employed</i>	White, Benjamin	<i>Keene State College</i>
Rollins, Graeson M	<i>Mount Allison University</i>	Wilson, Daniel	<i>Wheaton College</i>
Rooker, Elizabeth Harris	<i>Dartmouth College</i>	Winberry, Ethan L	<i>GAP Year</i>
Rosien, Jessica E.D.	<i>Goucher College</i>	Winter, Reed R	<i>Grinnell College</i>
Rothwell-Ferraris, Chiara	<i>Champlain College</i>	Wittmann, Hannah M	<i>University of New Hampshire</i>
Rumrill, Tenzing S.	<i>Reed College</i>	Wohlforth, Charles C	<i>Hobart and William Smith</i>
Ryan-O'Flaherty, Liam C.	<i>Davidson College</i>	Xing, Tian	<i>Southwest Jiaotong University</i>
Saucier, Maxwell W	<i>George Mason University</i>	Zentmaier, Kayla E	<i>Wesleyan University</i>
Scarbrough, Hallie Nichole		Zhang, Joe	<i>Dartmouth College</i>

Hanover of Years Past *by Daniel Rorke ('18)*

This column will be a series of articles going back in time to see how the paper has evolved, and how Hanover High reacted to historical events.

The issue I'm looking at this week is from 1972. It was hand-written, and different articles have different colors and handwriting. This was probably the master copy for something that was mimeographed. This issue contains a lot of unique insights, compared to the more "typical" news of the previously reviewed issue.

The first article talked about how Meldrim Thomson, a candidate for governor, visited HHS to give a lecture on the "American heritage of revolution and education". The handwriting in this article is leagues better than mine, and it's actually really impressive how the writer managed to space the letters perfectly. The writer of the article spent the next paragraph lambasting Mr. Thomson's inability to answer students' questions on difficult topics. The writing style reminds me of a certain former editor. Meldrim Thomson was noted to have avoided questions from students on why he believed that Harry Smith should be denied from speaking at public schools. Harry Smith was quite the character. He received a Grammy for his compilation of American Folk Music, made multiple art house films, and attempted to exorcise demons from the Pentagon in protest against the Vietnam War. Understandably, Mr. Thomson would have been rather cautious about letting an occultist and known substance abuser near students, but it is also true that Harry Smith has a right to free speech. This was the first of many political issues that this issue of the Hanover Harpoon would cover.

The second article was an interview with the principle, Mr. Miller. It talks about a lot of then-current events in the school. It looks like it was typed on a typewriter. According to this article, this issue came out shortly after the first institution of the Open Campus policy! This is cool, since pretty much every student (who isn't a freshman) has used Open Campus before. The article straight away gets into the big questions that the students had. First, the interviewer asks Mr. Miller why Hanover High did not lower its flag after the Kent State shootings. For those who don't know, the Kent State shootings occurred on May 4th, 1970, when the Ohio National Guard fired upon nonviolent anti-Vietnam student protesters at Kent State university. A group of Hanover students had petitioned for the flag to be lowered in honor of the dead students, and when the principal did

not relent, they claimed they would appeal to the governor. Mr. Miller told the interviewer that the flag could only be lowered at the order of the governor or the president, regardless of his personal opinions. Mr. Miller was very transparent about the allocation of the budget, and it was interesting to hear about the logistics that went into running the school, buying supplies and etc. Hanover also had an after-school seminar program, for students that wanted to work more in depth on certain topics or felt that they needed a bit more help.

The third article was named "The Gospel According to Matthews", and appears to have been part of an opinion column by a student named, as one would guess, Matthews. This particular article is a complaint against the grading system at Hanover at the time. Going off of what the article says, it seems that the classes were much more self-paced, which was resulting in a lot of NC's and people missing deadlines. It's important to note that NC (incomplete) grades worked a lot differently. All work had to be turned in by the end of the term, or else you would be issued an Incomplete. This was not meant to be a failing grade, but was often treated as such. Incomplete counted as a Pass in the Pass/Fail system, but it did not count as completing the class when it came to qualifying for higher level classes. Furthermore, you could participate in "dramatics", clubs, and student government, but not athletics, if you had an incomplete. Matthews argued that this is unfair, and that you should either be barred from all extracurriculars if you have an NC, or not be barred from athletics.

The last article was an open letter about the lack of interest in the student government. The student government back then was very different from the Student Council we are familiar with. Back then, 60 signatures were needed to bring a suggestion to the Association, which was made up of parents and teachers. Then those parents and teachers would review the suggestion. This was a much more indirect system of student government than what we have now, with a lot more hoops to jump through. According to the article, many students felt that writing a suggestion was pointless, as the teachers and parents on the board would not listen to it. These complaints would eventually lead to the founding of the modern student council.

This issue of the Hanover Harpoon was a lot more political and opinionated than the previous weeks.

Election Results: New Council Takes Shape, Aisling Kelly To Be New Moderator

by Hayden Smith ('18)

The stage is nearly set for the 2017-2018 school year in Council following a spirited school-wide election for Council on May 12th and voting for filling Council's top positions on May 24th. With all that settled, here is what the new Council currently looks like.

General Election Results:

According to figures provided by Council Secretary Coyote Farrell, a total of 543 ballots were cast on the May 12th school-wide elections. One additional ballot was cast as well but could not be counted since the person who filled it out went over the 11-vote limit allowed on the ballot. 130 students voted from each the Class of 2020 (freshmen) and the Class of 2019 (sophomores). 115 students voted from the Class of 2018 (juniors) while 114 students voted from the Class of 2017 (seniors). 55 staff members also voted. The figures for the number of votes garnered by each candidate were not released to the Broadside due to Council's privacy policy involving the release of these numbers.

The top 12 candidates with the most votes overall were given at-large seats on Council. Serving as members at-large will be students Jasper Meyer ('18), Romaney Granizo-Mackenzie ('19), Colm Seigne ('19), Iroha Shirai ('19), Leila Trummel ('19), Alice Garner ('20), Tessa Stewart ('20), and Stephen Wang ('20) as well as staff members Hal Bourne, Lynn Ceplikas, Jonathan Gentine, and Matt Prince. All except Shirai, Wang, and Ceplikas served on Council during the 2016-2017 school year (although Ceplikas previously served on Council for many years in the past).

Representing the Class of 2018 will be Cath-

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SUBMIT YOUR WORK

Email broadside@dresden.us

or

Join us in the library conference room Monday during activity period

Spring Sports Round-Up

GIRLS VARSITY TENNIS (13-2)

Division I Ranking: 2/22
State Championship Results: State Runners-Up

BOYS VARSITY TENNIS (10-5)

Division I Ranking: 7/19
State Championship Results: Lost in Quarterfinals

GIRLS VARSITY LACROSSE (10-6)

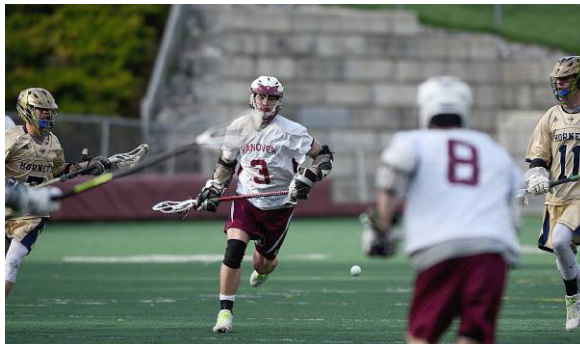
Division II Ranking: 5/16
State Championship Results: Lost in Semifinals

BOYS VARSITY LACROSSE (10-8)

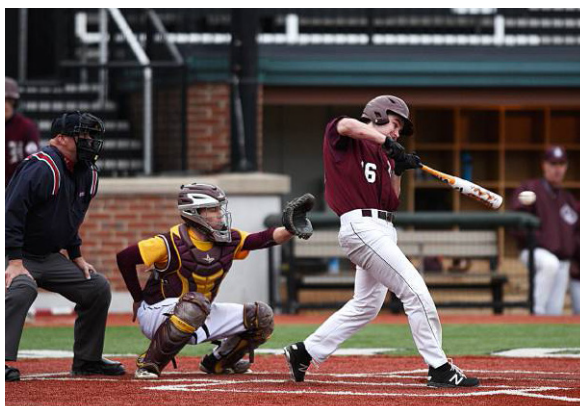
Division I Ranking: 7/13
State Championship Results: Lost in Quarterfinals

BOYS VARSITY BASEBALL (7-9)

Division II Ranking: 16/22
State Championship Results: NA



Senior Owen Brooks during a Varsity Boys Lacrosse game versus Essex (Valley News - Jovelle Tamayo)



Mark Hampers ('18) at bat against Lebanon (Valley News - Jovelle Tamayo)



Ellen Lamm ('18) during the girls' tennis final in Derry (Valley News - Jennifer Hauck)



Kyle Doucette ('20) competes in the 400 meter race at a track meet (Valley News - Jovelle Tamayo)



Hanover's VI Boys crew boat on the water (Valley News - Dave Kynor)

March Intensive Suspension Motion Discussed in COI

by Hayden Smith ('18)

EDITOR'S NOTE: In a previous article written about the March Intensive motion, it was incorrectly stated that the motion came from COI itself. In fact, the motion was brought to the committee to discuss by an external teacher.

Some extensive attention was given to the motion to suspend March Intensive (MI) from the curriculum for one year this week in the Committee on Instruction (COI), a committee that includes the school's departments head, administration, a Council representative, and the Director of Guidance.

The motion was the main subject at the COI's after-school meeting on May 22. Alan Haehnel, the English teacher who authored the motion, opened the discussion with an explanation for his reasons for writing it. "[March Intensive] is a very labor-intensive program," he said, referring the amount of time and energy that many staff members put into organizing and running March Intensive courses. He also questioned the effectiveness of March Intensive and mentioned that some seniors commented on a survey regarding March Intensive that the program does not work well for them, causing them to decide to opt out. He concluded his statement by saying, "It might be good... to take a year off from March Intensive and have that time to re-evaluate."

Others took the chance to voice their concerns about the current state of March Intensive. Math teacher John Donnelly said that the scheduling of the week-long program halfway between the February and April vacation weeks was having a detrimental effect on the scheduling of lower-level math classes. Ford Daley, who serves as head authority over MI Independent Study options, felt that the school needed to be more rigorous when following up with students to make sure that they did what they said they would do. Jessica Eakin of the HHS Media Center said that she would sometimes have students in her course "who [were] just ambivalent about being there," despite the amount of effort that she put into developing her course each year. She also called for more guidelines when it comes to registering and organizing a course. Some community members in attendance were also concerned over what they felt was a lack of "job-shadowing programs" and "engineering and technical courses."

However, many others had come to the meeting to advocate against the suspension of March In-

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COUNCIL ELECTIONS *continued from p. 6*

erine Han, Henry Kahl, Aisling Kelly, Perrin Milliken, and Marion Umpleby. Max Taxman will also be serving as an alternate representative. All six served on Council during the present (2016-2017) school year.

Serving the Class of 2019 will be Henry Kuvin, Oliver Minshall, Elizabeth Napier, Dory Psomas, and Lois Schwarz. Lucas Brock will also be serving as an alternate representative. Napier and Schwarz served on Council during the present school year while Kuvin, Minshall, Psomas, and Brock will be newcomers.

The Class of 2020 will be represented by Clay Kynor, Sabin Mitchell, Ian Nolon, Joey Perras, and Justin Zhou. Lauren Ilsley and Sophie Mitchell will both be serving as alternates since they both tied for the position. Kynor, Nolon, Perras, and Zhou all served in Council during the present school year (although Kynor represented new and tuition students). Ilsley and both Mitchell sisters will be new on Council.

The staff will be served by Tom Eberhardt, Amy Good, Elizabeth Keene, and Scott Stokoe. All four were incumbents. As it stands on May 24th, one regular seat and one alternate seat are still vacant and require filling.

Both current and incoming Council members were able to take part in elections for the new Council's top six positions: moderator, assistant moderator, treasurer, secretary, Dresden School Board representative, and public relations officer. The races for each position took place in the order shown above. Multiple Council members were nominated to run for each position but many of them either declined or later bowed out.

Long-time Council veteran Aisling Kelly ('18) was elected to become the new moderator following a second round of voting since no candidate earned a clear majority of votes during the first round. She won the race for moderator against Catherine Han, Henry Kahl, Elizabeth Napier, and Marion Umpleby. In the speech that she gave before the Council before voting for the position of moderator took place, Kelly (who has served on Council since her freshman year) said that she knows all the "ins and outs" of Council and is "ready to put in the effort" for the job as well as represent the Council to the student body. She will be succeeding graduating senior Henry Lang.

Winning the seat of assistant moderator was Jasper Meyer ('18). Meyer won the position by default after his only opponent,

Max Taxman ('18), pulled his name from the race. In his speech, Meyer said that his extensive knowledge of Robert's Rules (the procedural system that Council uses) as well as his experience qualify him for the position. He also stated that he hopes to build a "close connection between Council and the [school] administration" as well implement the Community Service Graduation Requirement. In addition, Meyer said that wants to "take on a greater listening role." He will be succeeding graduating senior Connor Stafford.

The race for treasurer resulted in an unprecedented tie between Max Taxman ('18) and Colm Seigne ('19). Both will be serving as co-treasurers. Lucas Brock ('19) also ran for the position but fell short. Both Taxman and Seigne committed to maintaining effective communication with clubs and student organization on the issue of funding. They will be succeeding graduating senior Mae Butler.

Serving as secretary will be Catherine Han ('18). She won the seat after competing against Romany Granizo-Mackenzie ('19) and Iroha Shirai ('19). Han said in her speech that she hoped "to make information [on Council] more accessible." She will be succeeding graduating senior Coyote Farrell.

Elected to the office of Dresden School Board (DSB) representative was Perrin Milliken ('18). She won in a race against Elizabeth Napier ('19), Clay Kynor ('20), and Ian Nolon ('20). Milliken mentioned her desire "to be a liaison between Council and the school board" as well as her feeling that she would bring a different perspective on school government to the discussion since she served in student government at the High Mountain Institute in Colorado, a place she attended for part of her junior year. She will be succeeding Jasper Meyer to the position.

Filling the seat of public relations officer will be Henry Kahl ('18). He won in a race against Marion Umpleby ('18), Oliver Minshall ('19), and Elizabeth Napier ('18). In his speech, Kahl said that he was a good fit for the post because he has been "categorized as a social butterfly" and because he wanted to facilitate better relations between Council and the student body. He will be succeeding graduating senior Nanako Shirai.

The office of Council Executive also changed hands at the May 24th meeting. Staff member Maureen Doyle, who has served in the post for two years but will be taking a sabbatical next year, announced that community member Linda Addante will be taking her place.

The new Council will start taking over its duties next week.



*Artwork by Audrey Lee ('19)
(from top to bottom) "Matchstick,"
"Turn It Down," "Spook"*

Editor's Farewell Address

by Sadhya Garg ('17)

Dear HHS,

It has been a pleasure serving as editor of *The Broadside* this past year. At the risk of sounding cliché, I have enjoyed getting to know Hanover High and its community better over the last couple years. I have especially liked watching and guiding the paper through the significant changes that have been made recently. Whereas last year we were a relatively unknown blog, with a small readership and an even smaller staff, we now are a properly functioning school newspaper with a solid staff and pool of readers. I look forward to seeing what goals will be accomplished next, as the *The Broadside* continues to be transitioned into its new era.

Speaking of future years, I am pleased to announce that next year's editor is Hayden Smith! Hayden has worked tirelessly over the past two years, attending Council meetings, picking up extra stories, and consistently turning in captivating and insightful articles. There is no person who I think is more qualified to take over the paper, and I am confident Hayden will leave high school having made his own unique mark on *The Broadside*.

I would also like to take a moment to acknowledge all the people who have contributed to the paper in some way or another over the past school year. Without them, *The Broadside* would be a shadow of what it is today. So here's to our loyal staff reporters Justin Zhou, Caleb Benjamin, Maxwell Saucier, Daniel Rorke, Clare Abbatiello, Daniel Zegans, Stephen Wang, and Claire Austin-Washburn. Also thank you to Gwen Friedman and Daniel Felde for providing photographs and to Audrey Lee for always having our back with her amazing art pieces. Special thanks to the librarians for giving us a space to meet every Monday, and taking us to and from the archive room whenever we ask. Lastly, thank you to Gabe Brison-Trezise for providing us with excellent feedback and unwavering support throughout the last few months.

In a year of "fake news," biased publications, swinging elections, and news leaks, journalism has been cast under a rather unsavory spotlight. Yet never, in reality, has good journalism been so important and so needed. Regardless of platform, journalism has the ability to bridge the gap between the going-ons of the world and everyday people. It's a social art form - a means to both inform and influence - and it remains an integral part of our societies today. As such, we should all strive to embrace good journalism in its essence: a truthful, insightful, and independent voice for the people.

At Hanover High, *The Broadside* serves not only as a voice for students, but also as a means to unify the school. Each class has its own established community with class committees and Facebook pages, but there are few school-wide efforts apart from sports teams and musical groups. Our newspaper reflects the values of the HHS community, and serves as its face to the outside community. It's been an important part of the school for over a hundred years, and we should all do our part to make sure it remains that way. So please, send in your amateur photos, your bold works of art, and those opinion pieces you're not so sure about. Stop by the library on Monday mornings, and encourage your friends to send in their work. Most importantly, take a few minutes to read the issues that are sent to your inbox every few weeks. It's not a paper without readers, and together we can make *The Broadside* the best paper it can possibly be.

Cheers,
Sadhya

MARCH INTENSIVE continued from p. 7

tensive. Community member Kathy Marshall read a letter on behalf of Kirsten Elin, a parent of one graduated and one current HHS student. Elin argued that March Intensive is needed as a break from the "spiriting-killing and repetitive schedule" of HHS as well as a "time to find their heart and voice." She also mentioned that March Intensive had a positive impact on her sons. Social studies teacher Matt Prince also voiced his approval of March Intensive as an "opportunity to teach things that will be valuable in life" and stated that he fears suspending it and running of risk of not being able to bring it back. Junior Kate Zegans also defended of continuation of March Intensive, saying that the courses she had taken opened her up to new hobbies and skills that she has continued into her life such as guitar-playing. Junior Brendan Dufty, who helped create a student-run course that teaches participants how to play the role-playing game Dungeons and Dragons, said that March Intensive had been valuable to him because it allowed him "to almost become a teacher" and pick up teaching skills. Social studies teacher Colin Tindall also came out in support of March Intensive, although he did feel that their needed to be more "documentation and follow-up" on all courses as well as a mechanism to make sure that March Intensive isn't a "string of willy-nilly activities" and that it "fits within the philosophy we have."

During the meeting, English teacher Anna Gado revealed the findings from an opinion poll that she took of 40 classroom teachers at HHS on the matter of March Intensive. She found that 57.5% of those polled (23 teachers) still supported March Intensive while 37.5% (15 teachers) were opposed to it in its current state. 5% (2 teachers) had a neutral opinion. She was unable to collect data on the social studies teachers; however, Mr. Prince stated that the whole department was in support of March Intensive.

The discussion over the motion will continue at the next COI meeting on June 5th.

Broadside Staff:

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