

THE HANOVER HIGH SCHOOL BROADSIDE



Bursting my bubble

By: Zoe Granzio-Mackenzie



Photo Courtesy of: Zoe Granzio-Mackenzie

Over March Intensive Janet Daniels, Isa Barrington, my mom and I went to Haiti to do volunteer work. We stayed in a small village called Bois d'Avril in the mountains above Port-au-Prince. We stayed with Deb and John, a Canadian couple, who have a house in the mountains. In the village there is a small school building which is divided into three rooms for certain ages. We taught the kids English, played games with them and sang. We also taught the people how to sew and knit so they could sell their work to make money. It was an amazing experience, and I did not want to leave. I fell in love with the people and their culture because they are such loving and down-to-earth people.

On one of the days we went to a bigger village which was down the hill from the one we were staying - about a mile and a half away. In the bigger village there were more people and there was much more action. There were motorcycles and trucks driving by every minute, and there was a market going on. We saw people's houses and saw them doing their daily tasks as we walked by. As we went by one house, there was a woman braiding her daughter's hair and there were

some teenage guys hanging out. In that village, we also visited a more improved school where there were five sets of classrooms, one for each grade. Visiting the villages in Haiti was such a different experience from any other part of the US that I had ever visited.

I felt very safe in the smaller village because of the people's willingness to welcome us and I hope to go back soon. I realized how lucky I am to have a house to live in and easy access to water and food. The people in the village don't have what we would call a house "here". They live in structures more like sheds which are built with bricks and clay. When we were coming into Port-au-Prince I remember seeing tents where Haitians who still don't have a house nor job live since the earthquake that hit four years ago.

This year in the Helping Haiti Club we have been raising money to let the kids in the village who can't afford to attend school. That's why - as you may have noticed - we have been having bake sales once a month. It costs \$75 dollars for a child to go to the school in the village for a year. When you think about it, it probably does not seem

like a lot to pay. But it is a lot for the Haitians because it's hard for these people in the village to make money. One way they make money is by planting. They only make about \$2,000 a year which is not very much at all compared to wages in our community.

I realized something that is also really important to let everyone know, especially here at Hanover. Not everyone is able to receive an education, but in Haiti the people are very eager to learn. It was so inspiring to watch the younger kids in the school in village try their hardest to understand not just English but also everything else that their teachers were teaching. Some of the kids in the school walk two hours to get to school everyday! Seeing these kids and their parents working hard together, made me want to help them so much more.

We are working much harder to find ways to raise money for the club. We are very thankful and open to donations anytime at the Helping Haiti Club. Come and stop by on Monday, Activity Period in Mrs. Miller's room if you are interested or would like to find out more.

New Broadside

The Broadside has been published by students at Hanover High School since 1988 and has not changed in the last 26 years. We have decided that it is now time for a change. Starting next year we are going to focus on a more web centric media source with content going to be published daily on our website (broadside.dresden.us) and pushing more visual media in the form of photos, videos and illustrations.

Our recent survey indicates that students here at Hanover High School still want a paper version of the Broadside to read and get updates on the current events happening around the school. We are going to experiment next year with printed bulletins that will be printed every two weeks with the top headlines and links to read and view the full content on our website.

As we grow and experiment we would love to hear your feedback please come to our weekly meetings during activity period on Mondays or email us at broadside@hanovernorwichschools.org. If you are interested in helping with the Broadside as a writer or another field please come and join us.

~Conrad Koehler - Editor



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Peg Meyer



time, she entered nursing as one of the few opportunities for women to have a meaningful profession - and was a pioneer in that field as it changed mightily over the years. She came to us from being a clinical research nurse at Dartmouth-Hitchcock and raves about how much she has enjoyed working here, being able to help and care for students and staff. She enjoys being a school nurse, feeling it is an important way to care for and support students when they are in need.

Peg will be leaving us after six year as one of our school nurses. With her cheerful and helpful presence she has served all of us with our aches, pains and troubles in a great fashion.

As with many women of her

She will continue this caring in developing her wellness and stress reduction business in the community. We wish here well and may even look her her up to get some help in the future - let's see, I think she's at:

pegmeyermindfulbeginnings.com

Doug Jenisch



to come perspective and wisdom; Doug shared both of those with his students - freely and easily.

His retirement this year leave a big gap in the continuity of history here at HHS. He came here in 1968 - just when the big changes that form the basis of our program today were instituted. He has been a steady, forward-looking and thoughtful presence here ever since not only in the classroom but in the professional life of staff relations - he has served as negotiator for the teachers for a number of years.

His memory is phenomenal and engaging. It is not just concerned with social studies either; it can be brought to bear on farm animals, You Tube videos, silly cartoons, and of course, silly things important people say. And through it all he is interested in students and the lives they lead - or are asked to lead. We will miss him dearly.

There are so many complimentary and wonderful words to describe Doug Jenisch's long tenure at Hanover High School. But as a native New Hampshire guy, he would not like that, so let's not go there. Instead let's let a student say something. About four years ago - when Doug was not much younger than now - a student confided in me that Doug was the best teacher he had ever had; and that student didn't like teachers routinely either. So it was high and insightful praise. With age is supposed

Patty Armstrong



she gets a bouquet for each concert, but that doesn't begin to express the appreciation - from all of us - for the complicated, demanding, ever-changing and stressful work that she has done.

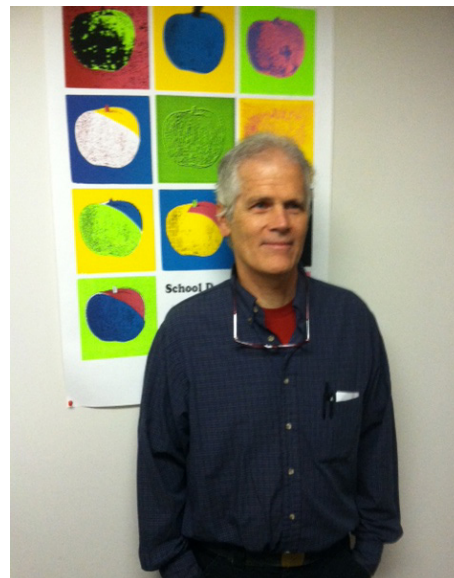
Her contributions to the music department have been extensive - finding music stands, organizing (and then reorganizing) sheet music, managing the auditorium and all its mysteries, getting clarinet reeds and finding Mr. Wolfe's guitar - again.

And all of this madness is done with such cheer and charm - often even a big laugh - that she fills the enterprise with joy - which is what music is supposed to be all about.

When the phrase "unsung hero" is researched, Patty Armstrong's picture is right there alongside the definition. For years Patty has made the music department here at HHS work, especially in its public performances. She has been the behind the scenes emperor of the entire operation and has done it with an exuberance and vibrancy that is just plain remarkable. Sure,

Patty, we already miss you a lot, and it will probably get worse. All we can hope for you is that you are no longer dreaming about lost sheet music and music stands. And let this be a final bouquet to you for all you have done for us.

Charlie Kehler



has stepped into the void and done a great job making something reasonable happen.

Thankfully, he has done this all with a calm and thoughtful demeanor and a steadfast approach that has been wonderful. And he did this all while shepherding two of his own children through this maze we call HHS.

Congratulations Charlie and thanks for all of the contributions you have made to help us get stuff done. We hope that your "retirement" is rewarding and meaningful;

that is the least we can hope for you.

So when Hanover High School needs something done and it is unclear what it is or how to do it, who do you call on? Why Charlie Kehler of course. The go-to guy for the undoable - that's him. From chaperoning the unwilling in the after school study hall to saving the Broadside from near extinction to - the most challenging task ever invented by HHS - dealing with parking, Charlie

Final Council Update

By: Catherine Collison

This year the Council has been just as busy as any other, and has resulted in quite a few exciting motions to be passed, especially in recent months. Among these motions are the Senior Exam Motion, Web Presence Motion, Roll-Call Vote Motion, and the motion to include Restorative Justice as an option in the Academic Integrity Policy.

The Senior Exam Motion, which will take place in the 2014-2015 school year, states that seniors are exempt from taking final exams in any class that they have an A- or above average for (90% or above). It must be noted that this motion does not apply to any final projects or papers, and does not apply for the Midterm exams taken between the First and Second Semester, and that a senior with a 90% or above may still take the exam for that particular class if they so desire. After significant deliberation and a few amendments, this motion has been passed by Council, and is currently waiting to be reviewed by the HHS Faculty before Principal Campbell makes a decision whether to pass or veto the motion.

The Web Presence Motion asks all teachers to have an student-accessible online resource, such as a website or online calendar, that provides information such as daily homework assignments and PDFs of worksheets or other class materials available for download. This motion was passed by Council under what seemed to be generally positive staff feedback; departments in the school such as the Foreign Language Department have already adopted and continue to observe this protocol.

The Roll-Call Vote Motion calls for a roll-call vote (a voting procedure in which the decision of each voting member at Council is recorded, attached to their name) on all major Council motions. These lists will then be published in a readily accessible document, located as a physical copy in the Library, to be viewed by anyone in the HHS community. The purpose of this motion was to increase transparency of the involvement and opinions of individual Council



members, while encouraging voters to educate themselves about which candidates they feel most comfortable voting for come election season. Similar motions were also passed this year that require attendance lists for Council and all of its subcommittees to be recorded and published as well, in a similar way.

Perhaps the most exciting and long-awaited motion to come to Council this year, however, was the Restorative Justice Motion. In 2012, the Curriculum Committee was charged with instituting a new system into the school system, one called Restorative Justice, that focuses on reparative action after a transgression has been committed. The goal of Restorative Justice is to focus on the healing of the victim, the perpetrator and the greater community as it has been affected. By using a facilitator to foster a sense of both accountability and forgiveness between the affected individuals, Restorative Justice is an alternative option to other, more punitive results that would be administered onto the offender. After a successful pilot program, a few minor tweaks and a presentation not only to Council but the staff as well, Restorative Justice as a final product was brought before Council by Curric. By voting yes on it, Restorative Justice is now officially a part of the Academic Integrity Policy, and is already a completely viable option for those wishing to "set things right" after any sort of transgression. Council would like applaud the Curriculum Committee for their tireless work and outstanding effort, as well as the HHS administration and staff for their cooperation and support.

Ford's Rant: WHAT- No Opinions

By: Ford Daley

The Nick Beard Opinion Board has been empty all year - and I just found out it was empty most of last year too. What's up with that? I thought this was a school filled with intelligent, argumentative with-it young minds - articulate, willing. Does this fabled school - famed for its 110% college acceptance rate and five Merit Scholars and out-of-sight SAT scores really have NO OPINIONS ? Really?

Or is it just not cool to have - or at least to display - opinions here at the oh-so-achieving Hanover High School? Are we really supposed to keep our thoughts and opinions to ourselves lest we look aggressive and foolish? Are we only supposed to have well-researched and logical, non-controversial opinions about things?

I don't think so.

And by the way, speaking of college acceptance: don't forget the college admissions dweebs really do seem to want your opinions - in 25 minutes of spontaneous essay on the SAT and of course in the more deeply personal application essay.

So maybe it would be a good idea to begin forming some opinions - good solid ones of course, not raging flame-jobs. And also get better at articulating them in an organized and persuasive fashion. Therefore, as your concerned and facilitative adult - and one who doesn't give you a grade - let me give you some topics that you can begin to form opinions about.

And remember there is really no right or wrong opinion. Well maybe not really, but they are all arbitrary, tightly held and subject



to change - usually when real information rears its ugly head - but that only happens sometimes. So try these topics out and be civil, respectful of other's opinion (yeah, right) and don't blast them all over cyberspace.

Start with these and don't forget The Broadside would love to have you get involved in contributing to them - even with opinions - which are important in real newspapers.

What is your opinion on:

The Death Penalty - currently in play in medieval new hampshire
The 18 year old drinking age - why 18 anyway? A nd don't even think about enforcement

The 16 year old smoking age - I thought smoking was outlawed already

The 21 year old voting age - Given the results, let's let 10 year olds vote

The 18 year old marriage age - (13 years old with parents' consent !!!! in NH). This is an actual laugh riot.

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 Alavilli, Aparna V. --- Carnegie Mellon University
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 Alberta, Erich --- Keene State College
 Alexander, Giulia R --- Gap Year - Selamta
 Anthony-DuScheid, Henry R --- Franklin and Marshall College
 Arbogast, Jude T --- Bucknell University
 Barracough, Rupert A --- University of Vermont
 Barrington, Isabella A A --- Connecticut College
 Barry, Marina E --- Plymouth State University
 Becker, Chelsea F --- work/moving
 Bedford, Hannah P --- Gap Year
 Beliveau, Cathleen Margaret --- Whitman College
 Birenbaum, Sara Xu Lian --- Brandeis University
 Boffa, Jack Martinez --- Stanford University
 Boghosian, Rachel C --- Gettysburg College
 Boillotat, Jack E --- Curry College
 Boitnott, Andrea R --- Bates College
 Butler, Emma Shepard Bippart --- Barnard College
 Bynum, Alexander Walter Tapley --- Carleton College
 Caddell-Wood, Signe Paige P --- Gap Year
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 Cady, Natalie F --- Gap Year - Dynamy
 Caffry, Philip John Cannon --- Cornell University
 Callaghan, Natalia --- Hampshire College
 Callahan, Claire Davidson --- Hamilton College - NY
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 Carey, Samuel B --- Dartmouth College
 Carr, Christopher Calvin --- University of Denver
 Carson-Turner, Benjamin --- Concordia University - Montreal
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 Chatot, Zachary --- University of New Hampshire
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 Croitoru, Grace Nicole --- Towson University
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 Daley, Eileen A --- Middlebury College
 Daniels, Trevor C --- Wagner College
 Danilek, Lee E --- Yale University
 Davis, Isaac Dickenson --- Warren Wilson College
 Daviss III, David Burleson --- Post Graduate Year
 Dennison, Haley --- Plymouth State University
 Dhamrait, Monika Singh Singh --- Emmanuel College
 Doganyigit, Elif --- defer for a year
 Doyle, Zola M --- Brown University
 Dubitsky, Lena O --- Princeton University
 Estes, Hailey Madison --- Montana State University, Bozeman
 Farnham, Jacob --- University of Rhode Island
 Ferneau, Nathalie Adele Adele --- Dartmouth College
 Fiering, Ben O --- University of Michigan
 Fillo, William J. --- NHTI - Concord's Community College
 Flory, John --- United States Air Force Academy
 Fordy, Jacques --- University of Maine
 Foster, Aizhan E --- Gap year: WWOOF in Italy
 Friedland, Jared A --- Saint Michael's College
 Friets, Sophie L --- Goucher College
 Gardner, Worthy D --- University of New Hampshire
 Gautham, Ila X --- Emory University
 Geraghty, Edmund J --- St. Lawrence University
 Goff, Matthew D --- Dartmouth College
 Gomathinayagam, Karthik --- Purdue University
 Gomez, Sofia --- Georgetown University
 Good, Seamus C --- Muhlenberg College
 Goodrich, Charlotte Emily --- University of Vermont
 Gosselin, Sophie R --- McGill University



Gosselin, Stephanie G --- University of Toronto, St. George
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 Granizo-Mackenzie, Zoe --- The Ohio State University
 Grant, Alexander --- Reed College
 Green, Eleanor S --- Skidmore College
 Greenwald, Evan Meyer --- University of Vermont
 Gurwitt, Sam --- Yale University
 Hagen, Brandon R --- West Virginia University
 Hajajra, Omar --- Colby-Sawyer College
 Hankel, Camille R --- Georgetown University
 Hartman, Benjamin Raynam --- Northeastern University
 Hazlett, Daniel A. --- Dartmouth College
 Healy, Kyle A --- Merrimack College
 Herndon-Miller, Benjamin H --- University of Vermont
 Hill, Shannon P --- New England School of Hair Design
 Hinck, Erica C --- Northeastern University
 Hooper Goetinck, Dylan C --- Clarkson University
 Howell, Caroline Marie --- Trinity College
 Huizenga, Andrew K K --- Wesleyan University
 Huizenga, Noah R --- Hamilton College - NY
 Hurford, Paul T --- Deferring one year then attending Emmanuel College
 Kaplan, Rainie M --- Scripps College
 Keating, Eryn S --- Middlebury College
 Keats, Bergren Schultz --- Gap Year
 Kline-Schoder, Alina Rose --- The George Washington University
 Kuhne, Jara J --- Ursinus College
 La Porta, Tomas --- Dartmouth College
 Lacy, Araya P --- University of New Hampshire
 Langford, Dwight --- Work
 Leazier, Clark A --- Occidental College
 LeBaron-Brien, Sumner B --- University of Vermont
 Leonard, Jeremiah Ross --- Worcester Polytechnic Institute
 Leskovar, Matthew H --- University of Vermont
 Levin, Jordan Patchen --- Post Grad. Year at Northfield Mount Hermon
 Li, Jeffrey W --- Columbia University
 Lightbody, Jack H --- Carleton College
 Linehan, Gabriel G G --- University of New Hampshire
 Mabey, Pierce --- Dynamy Program



Madden, Andrew --- Gap Year / BMW Internship & Travel
Martin, William Desmond Desmond --- Columbia College Chicago
Mayo, Michael J --- University of Vermont (UVM GAP Program)
McCarthy, Stephen A --- Wesleyan University
McClelland, Olivia D --- Mount Ida College
McGowan, Kendra --- Villanova University
McShane, Ian --- Undecided
Merritt, Mesa P --- Clark University
Muller, Sarah D --- Bucknell University
Mulvihill, Madeline Jane --- Savannah College of Art and Design
Murphy, Alexander Edward --- University of Vermont
Nadeau, Brooke S --- attending North Shore
Nagle, Conor B Barnes --- Keene State College
Natarajan, Aditya --- Brown University
Navarro Roby, Santiago --- Middlebury College
Nice, Hannah C C --- Vassar College
Nolan, Brenna --- University of Vermont
O'Donnell, Carolyn R R --- University of Pittsburgh
Owen, Zack --- Portland Institute of Art
Papadoliopoulos, Aphrodite --- Colby-Sawyer College
Patten, Eleanor J --- Northeastern University
Pearson, Jonathan T --- Samford University
Pearson, Kristen R --- write & travel
Peters, Thomas J --- West Virginia University
Phillips, Darby L --- Eckerd College (Gap Year then Eckerd College)
Pillsbury, Elisabeth Grace --- Dartmouth College
Presland-Byrne, Corrie Bridie Bridie --- University of Mary Washington
Rhim, Brendan P --- Furman University
Robbins, Liesel Sue --- Middlebury College
Roberts, Jack F --- University of Vermont
Robertson, Matthew John --- Gap Year - Dynamy
Robins, Henry --- New York University
Rooker, Helen L. --- The College of Wooster
Rosenbaum, Mattson A --- Northeastern University
Roth, Nathan Boghosian Boghosian --- Colgate University
Ryan-O'Flaherty, Katherine F --- Oberlin College
Sachsse, Elizabeth L --- Williams College
Schlosser, Holly Leigh --- University of Vermont
Schon, Hunter Christina --- Savannah College of Art and Design

Schwarz, Maxwell R --- Ithaca College
Sedlacek, Valentina --- Dartmouth College
Seibel, Hannah --- Georgetown University
Seibert, Lillian L --- Berklee College of Music
Shipulski, Ethan E --- Worcester Polytechnic Institute
Shworak, Alexandra N Nicole --- Wagner College
Silbert, Sydney L --- University of Idaho
Slayton, Hayden O --- Work and Travel
Snelling, Isaiah Carver --- Connecticut College
Stebenne, Matthew Gray --- American University
Steidl, Christopher A --- Wesleyan University
Stocken, Christopher K --- Clarkson University
Stone, Cassandra L --- Work
Strickler, Henry J J --- Keene State College
Sundaram, Anjali Marie --- Wellesley College
Taenzer, Lina M --- Jacobs University
Tariot, Alexander --- University of Richmond
Tate, Stephen Austin --- Baylor University
Tchana, Xavier C --- University of Vermont
Tecca, Grace A --- University of California at Santa Barbara
Thompson, Julia R --- University of Tennessee, Knoxville
Thorstensen, Marya Celine --- Purchase College State University of New York
Tischbein, Erika Michelle --- Rensselaer Polytechnic Institute
Town, Alexis M --- Gap Year
Umland, Peter B Bailey --- Virginia Polytechnic Institute and State University
Vecchi, Sebastian C --- Clarkson University
Voelkel, Charlotte D --- Barnard College
Wang, Ziqi --- Dartmouth College
Washington, Christopher D --- Williams College
Whitcomb, Sophia --- McGill University
White, Lindsey H --- DePaul University
Wilson, Annalee DeKimpe --- Earlham College
Wing, Abigail B --- Wheaton College MA
Wolfe, James K --- Northeastern University
Zegans, Rebecca L --- Wesleyan University

**Congratulations
Class of 2014!**
Photo from Yearbook

Amazing Spider-man 2

By: Karthik Gomatinayagam

Poster Credit: Sony Pictures

Poster Credit: Sony Pictures

The Amazing Spider-man 2 swung in theaters May 2 and has caused a split in moviegoers everywhere. Some praise it as the best movie the wall crawler has been in while others says its cluttered, boring and confusing. Now as all good movie reviews go, I will break this up into two sections a spoiler free section and a section chalk full of them.

Spoiler Free Section:

The Amazing Spider-man 2 details the story of Peter Parker, played by Andrew Garfield, after the events of The Amazing Spider-man 1. Peter Parker has gotten better at being your friendly neighborhood Spider-man. He spends time with his girlfriend and love of his life Gwen Stacy, played by Emma Stone, as they face the ups and downs any superhero couple have. When Gwen and Peter separate after they graduate from high school, Gwen continues to work at Oscorp while Peter continues on as Spider-man. Oscorp is a leading multi-national multi-billion dollar company owned by Norman Osborn, played by Chris Cooper. His only son is Harry, played by Dan DeHaan. Harry Osborn and Peter were childhood friends but Harry went off to boarding school for many years. Harry returns to find Norman on his deathbed. Norman relinquishes Oscorp to Harry and passes away from a hereditary disease. Harry Osborn and Peter were always childhood friends who hadn't seen each other in years. Also at Oscorp is Max Dillon. He is one of the main antagonist of this movie. His character is so envious of Spider-man and his powers and fame that he attempts to fix a broken suspended power coupling and falls into a vat of genetically altered eels. This transforms him into the Ultimate spidey bad guy Electro. After an initial showdown between Electro and Spidey in the middle of Time Square, Electro is put in an institution and is not seen in the movie till the last 3rd. The rest of the movie is broken into 4 recurring plot lines. The first being Peter and Gwen, the second being



Poster Credit: Sony Pictures

Harry Osborn looking for Spider-man as his blood is the cure for the hereditary disease, the third being what's happening to Electro, and the Fourth being what's happened to Peter's parents. There is a whole subplot in this movie that could be its own plot in other movies but more on that in the spoiler section. The final fight takes place when the Green Goblin, appears after Spider-man has taken out Electro.

The strongest part of this movie in my opinion is its romance. The chemistry between Peter and Gwen is so genuine that you believe they are in love. They act like they are a confused young couple trying to make it work and they pull it off so beautifully. The next strongest element is the action. Spider-man in this movie mimics the fighting style of the comic books so much more than any previous movies. Director Marc Webb has said that to make to this movie more believable, they added physical analysis to all the stunts and fight scenes to make them appear accurate. The only detriment to these scenes are the slow motion shots. There are so many slow motion shots that it feels like if you pulled them out the movie's run time would be cut in half.

I my honest opinion, I think that people dislike this movie too much. It has great comedy, ro-

mance, and action. It makes up for all its shortcomings by keeping the flow intact and the characters thoroughly enjoyable. I think that this movie is a must see for both Spider-man comic fans and your everyday moviegoer.

Spoilers: Lets make a list

Villains: The posters for The Amazing Spider-Man 2 show spiderman facing off against 3 unique villains, but in the first 98% of the movie it is just Electro and the Green Goblin. The third villain is Aleksei Sytsevich a.k.a The Rhino who appears from 10 minute mark to the 12 minutes mark without his Rhino suit and then again at the last two minutes. This angered all fans who went to see this movie as The Rhino was advertised as a main villain. The posters for the movie showed him as a main villain and he barely had any screen time.

Peter's Parents: Underneath the semi-action and the romance, the movie forces a full sub plot having to do with Peter's parents. We see what happens during their plane crash and how they are fleeing due to Norman Osborn framing them as traitors and Russian spies. This is in fact accurate within in the realm of the comics. Peter's parents are framed as russian spies, but this "spoiler" is shoved in and has almost nothing to do with the overall plot. This could have been the plot of a whole other movie, but Marc Webb (The director) had to shoehorn it in there. This is a big weakness of the plot and flow of the Movie.

Gwen's Death: The biggest plot twist in this movie is the death of Gwen Stacy. Once the Green Goblin comes into the picture, he and Spider-man fight on top of a clock tower with Gwen hanging to a web. When the web snaps and she falls, Spider-man goes after her and tries to catch her with a web, but the sudden change in acceleration causes her neck to snap.

In theaters, all I heard was "ohhhh" when this happened. It was ripped right out of the comic pages. The cinematographers matched the comic and movie almost scene from scene and gave all movie goers a chance to shed a tear.

Final Thoughts:

The strongest part of this

movie in my opinion is its romance. The chemistry between Peter and Gwen is so genuine that you believe they are in love. They act like they are a confused young couple trying to make it work and they pull it off so beautifully. The next strongest element is the action. Spider-man in this movie mimics the fighting style of the comic books so much more than any previous movies. Director Marc Webb has said that to make to this movie more believable, they added physical analysis to all the stunts and fight scenes to make them appear accurate. The only detriment to these scenes are the slow motion shots. There are so many slow motion shots that it feels like if you pulled them out the movie's run time would be cut in half.

The worst aspect of this movie is the villain situation. This movie has been compared to Sam Raimi's Spider-man 3 for their many similarities, but this movie has a clear advantage to its predecessor. The characters here are developed, they act in character, they're interesting, and they are intelligent. You won't be seeing a smooth jazz number in this one or renditions of Twist and Shout like confused fans saw in Spider-man 3. You will see a clear strength in this movie that doesn't appear in the previous trilogy and down to earth characters. The villains on the other hand are much more interesting in this iteration. Electro and the Goblin have such amazing costuming and whenever Rhino makes an appearance, you can't help but laugh. Even Though this is true, Rhino has no personality or identity. He is just a mad russian in a Rhino suit. I would have liked to see Rhino cut from this movie, so that he doesn't feel like he's jammed in at the end.

In my honest opinion, I think that people dislike this movie too much. It has great comedy, romance, and action. It makes up for all its shortcomings by keeping the flow intact and the characters thoroughly enjoyable. I think that this movie is a must see for both Spider-man comic fans and your everyday moviegoer.

And as a note if you go see this movie look for Stan Lee's cameo, and wait for the mid credit, and post credit scenes. Trust me they're great!

Instant Replay in Baseball

By: Jack Olszewski



Photo Courtesy of: Major League Baseball

The history of instant replay for umpires is complicated. QuesTec was the first system. It wasn't instant replay but it did track the umpires very specifically. It was a video system that tracked the strike zone for umps and gave them a grade after the game. It was only installed in 11 out of the 30 ballparks, it was used from 2000 to 2008 until it ended because the World Umpire Association sued and then-Arizona Diamondbacks pitcher Curt Schilling destroyed one with a bat after the umpire said he would have called more strikes if not for the system. In 2008 they started using regular instant replay for home run and fair/foul calls. Now in 2014 the replay system has expanded to everything but judgement calls such as balls and strikes. If the Manager comes onto the field to challenge the ruling on the field the umpires go onto a phone call with other umpires stationed in New York City who watch the video and report back to the umps, they then go and state the new ruling. Managers only get one challenge

per game(unless the challenge is successful) but they don't get cool red challenge flags like NFL coaches (though that would be cool).

The response to these new rules has been a mixed bag; some like the newfound accuracy and preciseness of the game while others preferred the human error aspect of the game with human umpires instead of these perfect part robot ones. These rules pretty much end the times of rants and arguments with the umpire that have lead to kicking the dirt and the literal stealing of bases, which some people find amusing, while some like Baseball historian John Thorn think they are merely "pointless on-field squabbles". Though they take some time it is no more than those raves (not parties) would. I like the human aspect of baseball but if they worked out some of the kinks that have inevitably come from the beginning this could be great. Who knows what the future could hold maybe more, maybe robots, maybe Google Glasses or maybe less?

Changes to the SAT

By: Stephen McCarthy

The College Board—the company that creates and administers the SAT—has finally realized that the SAT can't keep pace with the ACT. The SAT has lost its position as the number one standard-

ized test in America. The ACT is an achievement test designed to test what a person has learned, instead of reasoning skills that the SAT claims to test. Now, all of the official literature from the College Board states that it is changing the

SAT in order to better align the test with what students learn in high school. In fact, the changes will make the SAT closer to the ACT in just about every way.

First, let me go through the litany of things wrong with the current SAT. To begin, each correct question earns one point and each incorrect answer takes away 1/4 of a point. The SAT instituted this practice to eliminate the benefit of guessing, but this penalizes educated guesses. The reading section also contains passages of old fiction with questions that ask about the mood and what a character thought about something. Next, the vocabulary section includes a variety of words that very few high school students would use in common parlance. Additionally, the math section contains things I haven't studied since eighth grade or freshman year in high school. And the test begins with an essay. A 25-minute essay at 8 AM on a Saturday? Yes, of course, we all know that everyone produces his or her best writing at that hour.

Now that I've established what is wrong with the SAT, I have good news. All of that will change in the spring of 2016. Incorrect answers will no longer count against the score, just like the ACT. The reading section will become an "evidence-based reading and writing" section, thereby eliminating the writing section and reverting to the 1600 point scale that the SAT had previously. In addition, the passages will come from many disciplines such as the sciences and social studies, along with fiction and non-fiction literature. The ACT has always pulled their reading passages from varied sources. The vocabulary will also become less esoteric, akin to words used in college courses: the ACT does not have a vocabulary section.

The essay will become optional as well, and will take 50 minutes to complete instead of 25. The ACT essay—which has always been optional—takes 30 minutes to complete. For the new SAT, the test taker will be asked to analyze a historical document instead of presenting one's opinion about an issue. The ACT essay asks the writer to consider both sides of an issue, or even a third option, leading to more analytical essays—an approach that the SAT seems to find worth copying.

The changes to the math section—cutting the current set of topics to problem solving and data analysis, algebra, and Passport to Advanced Math (whatever that means)—also are a welcome improvement. The current SAT math section contains a very wide range of topics, ensuring that the test-prep industry has many clients.

Overall, despite the College Board's supposed motives to improve the test, what it is really doing is making the SAT more like the ACT. I welcome this change. The SAT was terrible. I could never write a decent essay in 25 minutes. Analyzing fiction is not my forte. I haven't worked with geometry since freshman year. The vocabulary section involved some studying from a prep-book, but mostly luck.

In addition to the changes to the test itself, the test-preparation industry will undergo many changes. To discuss this matter further, I talked with Ford, who conducts SAT-prep classes. He believes that these changes could eliminate the industry, which has provided a noticeable advantage to students from affluent families who can afford such preparation. The new changes were made in part so that it would be much harder to study for the test. In addition, the College Board plans to work with the Khan Academy to put free SAT test preparation programs and materials online.

SAT prep-books currently provide many hints about questions that can be tricky, or how to write the essay. In addition to the market for prep-books, there is a thriving market for SAT tutors. Tutors usually help you understand the material that you are studying. However, SAT tutors help game the system by showing students how to take the test, in addition to reviewing material first learned in a student's freshman year.

Clearly, the current iteration of the SAT has many problems. The SAT does not come anywhere close to accurately predicting a student's performance in college. As Ford said: "The only thing the SAT tests is how well you do on the SAT." Will this still be true in the spring of 2016? We'll just have to wait and see.



*Robbie Murdza Pole Vaulting
Photo Courtesy of: Conrad Koehler*



*Parker Thurston Pitching against Lebanon
Photo Courtesy of: Conrad Koehler*



*Boys Lacrosse vs Nashua South
Photo Courtesy of: Mike Stinson*



*Girls Lacrosse vs Winnacunnet
Photo Courtesy of: Mike Stinson*



*Dena Schertzer, Kelsey Smith, Kaiya Adam - Running the 3200 at Goffstown
Photo Courtesy of: Conrad Koehler*