

# THE HANOVER HIGH SCHOOL BROADSIDE



June 2011

## Council Interview: Present and Future

By Anne Thompson

Leo Tolstoy, Russian novelist of unparalleled acclaim, is one of the earliest great thinkers accredited with a theory of democratic education. Although his vision concerned the peasant children of Yasnaya Polyana, his country estate, in the late 19th century, the effects of his ingenious idea can be felt to this day. Right here at HHS, at 11:20 a.m. on Fridays, is our very own form of government made up in part by students: Council. Ever since June 14, 1977, Council has acted on numerous school-related issues that are not regulated by the school board, state policy, or administrative regulations. Foremost, Council exists as the governing

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*Jake Kornfeld, Jennie Frishtick and Carl Tischbein lead a Council meeting.*

## Circus Smirkus To Star Gurwitt Duo

*Courtesy of Circus Smirkus*

Norwich siblings Sonya and Sam Gurwitt are running off to join the circus this summer—with their parents' blessing. Sonya's skills as an aerialist and contortionist, and Sam's in clowning, juggling and Chinese pole, have won them spots on tour with Circus Smirkus, the award-winning, international, traveling youth circus based in Vermont. From early July through mid-

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## Introducing the Outing Club

By Natalie Copeland

Do you find yourself bored watching TV on the weekends? Or wondering how you're going to fill your time this summer, while you're stuck in the boring Upper Valley? Well, don't get too discouraged just yet: you can find the solution to your boredom at the Hanover Outing Club, right at Hanover High School.

Hanover High student Jonathan Gougelet, who has a passion for the outdoors, founded the Hanover Outing Club about a month ago. Interest in the club has been increasing steadily since then, as has the membership of its Facebook group.

The Outing Club's mission, according to its mission statement, is "to facilitate and encourage participation in outdoor activities and trips." Outings, whether they are attended by two people or twenty, are great opportunities to appreciate the natural world. The club's

first trip was a hike up Mt. Cardigan on Sunday, May 1. Members have also canoed down the Ompompanoosuc River and undertaken an early morning hike up Mt. Cube to watch the sun rise at 5:30 a.m.

The current members of the group truly bring the mission statement to life, sharing the common quality of being very welcoming. Members are excited to hear about the outdoor experiences of others as well as to share their own. Their love of the outdoors shows through in any conversation, and they are likely to remind us that, as Eleanor Keats said, "We live in paradise."

"We forget sometimes," she continued, "yet there are so many amazing places just in the Upper Valley to take advantage of."

The club members rave about easy places to go adventuring, such as the Connecticut River, which is great for swimming, kayaking, and canoeing. The Union Village Dam, another close destination, pro-



*Christian Avery canoes the Ompompanoosuc. Photo: Jonathan Gougelet*

vides swimming holes and trails for mountain biking. If you're looking for a short and easy hike, Gile Mountain in Norwich always provides beautiful views.

While the members of the Outing Club are happy to go on short outings that only last an afternoon, many are anxious to participate in

more rigorous overnight trips. A group of them has organized a ten-day trip to the Adirondacks, which will take place this summer.

So, if you feel you've exhausted all your usual activities, ask an Outing Club member for an idea for something to do. They will surely jump at the opportunity to help.

# Being Fruma

By Alexandra Schworak

I loved being in *Fiddler* so much! It was a great production for my freshman year! I have enjoyed feeling so included in Footlighters. I played (past tense... sad!) Fruma-Sarah, the screaming dead lady in Tevye's dream.

Though at times the rehearsal process was long and grueling, we made a very tight show. All four performances turned out great! The cast included Claire Wild as the Fiddler; Jake van Leer and Annie Tracy as Tevye and Golde; Alexandra Burkot, Amy Waters and Kendra Comstock as Tzeitel, Hodel and Chava; Charlie Collison, Jared Geilich and Connor O'Leary as Motel, Perchik and Fyedka. And those are only a few of the many leads and ensemble members in *Fiddler*.

My dream counterparts Grandma Tzeitel (Molly Zegans) and the Rabbi (Mike Lion) and I had special make-up protocols. Myself

especially. I had clown-white face paint, blue/purple/black cream eye shadow, and bright red lipstick. My costume was also quite epic. It weighed ten pounds! It was made of around fifty different pieces of fabric stitched together, making it a fabulous contraption to get in and out of. I even got to keep it! I happen to use a piece of it that fell off as a hair accessory. Halloween next year? I think yes!

I also loved being in *Fiddler* with my sister, Jocelyn. She was cast as 'Woman.' It was her first Footlighters show, and we had a blast together! After almost a month, we still find ourselves singing the songs, repeating lines that weren't even ours, and finding references to *Fiddler* in the oddest places. I was even reminded of it a couple of times while reading *The Tempest*!

I know that *Fiddler* will have a long-lasting effect on me, and I can't wait for next year's show!



Alexandra Schworak as Fruma - Sarah in The Footlighters' spring production of *Fiddler on the Roof*. Photo Courtesy of Gen Bristol.

# World Events in Review

by Nick Bernold

Terrorism might no longer loom as large as it once did. As we near the tenth anniversary of 9/11 and reflect on the world events of the past year, we see that terrorism may no longer be the biggest issue we face. Obviously, there have been no terrorist attacks in Europe or the United States this year. Although horrid attacks continue in the Middle East and Asia, we are not as concerned about problems in far away lands. Such violence has happened there in the past, we reason, and it will continue into the future—just as long as it does not come to our shores.

It seems that a departure from Afghanistan and Iraq, which we have been promising for a while, is finally coming. This would be a very symbolic end to a decade defined by the War on Terror (though a bittersweet one, as this end to the war could in no way be termed a victory). However, the shift away from terrorism as our prime concern is by no means the United States' doing.

The Arab Spring, which has caught almost everyone by surprise, is what is turning the most people away from terrorism. So far, it has been a momentous blow to radical Islam and its affiliated terror. Where formerly there seemed to be only two options—autocratic dictators supported by the West, and jihad—there is now a third choice. We have looked on incredulously as protests have sprung up in country after country that only months ago seemed to be held under an iron fist that was not ready to unclench. Quite a few experts have suggested that this continued wave of change has rendered Islamic groups obsolete in much of the Arab world. The young and frustrated, they say, can now see results emerging from secular revolts around their region. This viewpoint may be a little premature: we have yet to see the impact of the Muslim Brotherhood on the upcoming elections in Egypt, as well as what role Al Qaida will play in the Arabian Peninsula when the inevitable happens and the government of Yemen falls.

Speaking of Al Qaida, how great an effect will the death of Osama bin Laden have on the or-

ganization? Early estimates ranged from none to momentous, and though the organization carries on, it seems safe to say that it has felt a significant impact. The emotional victory that the US gained in killing bin Laden, and our confidence in the face of Terror, will be supplemented if we can prevent a retaliatory attack in the coming months.

Another ongoing development that has overshadowed terrorism over the last year is the state of economic doldrums in which we now find ourselves. It is hard to forget the atrocities of 9/11, but after almost ten years without a successful attack on US soil, the economy, a very tangible problem, is surpassing terrorism at the front of our collective worries. Economic problems will also have consequences on terrorism in a physical sense. With big budget cuts to the Pentagon coming, we must be careful not to jeopardize homeland security. It is important that our hubris and desperate need to cut the deficit do not open the door for an attack that would otherwise have been detected.

If not terrorism, what is the greatest issue of the second decade of the new millennium thus far? I propose the environment and climate change. The disaster of the Fukushima reactors, as well as the dramatic weather that has caused so much damage in our own country, should remind us of the great importance of the environment in our daily lives. While more than five hundred have died due to massive storms and torrential rain in the southeast of the country, the worst drought on record is hitting the southwest. In some places, it has not rained in eight months. In many other countries, too, water supplies are almost completely dry.

It's time for the skeptics to relent and realize that these dramatic weather patterns will continue as a direct result of climate change. Japan has showed us the danger of nuclear power. The island nation's massive investment in solar and hydroelectric power after the disaster, as well as Germany's commitment to shut down all nuclear power plants by 2022, is a step in the right direction, but

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# Rainbow Alliance: A Senior Reflection

By Alyssa Kittredge

Inspired by Lady Gaga, an HHS student spoke out for LGBTQ kids with the statement, "I speak out because baby, you were born this way." Others followed suit, standing up for friends and family; one student mentioned his two moms.

These messages were written by members of the Hanover High School community during our first "We Will Not Be Silent" Day. This year, the HRA made a difficult decision about the Day of Silence. Some argued that the Day of Silence had lost power over the years, and that something stronger was needed to further awareness. Though not all were in favor of the new idea, the alternative we decided on was the concept of "We Will Not Be Silent."

In the past, participating in the Day of Silence allowed students to sign a pledge to be silent in order to raise awareness for the silence that confines many LGBTQ people who are afraid to speak out about who they really are. For some students, the Day of Silence reinforced the lives they were already leading. This year, we decided to give the HHS community the opportunity to speak out about the issues facing LGBTQ teens. We passed out free buttons that read "We Will Not Be Silent." It has been great seeing the rainbow buttons

displayed even though the "day" is over.

In addition to breaking the silence, the HRA has taken other actions to help raise awareness and tolerance. In October, over 70 students offered their support by signing pledges to become Allies, or people who stand up for others and help to create a community where everyone can feel safe.

In addition to the "Break the Silence," day, our club built the speak-out boxes. These were placed in the library, Guidance office, and SRC, and were based on an idea found on Post Secret, a website where people can share opinions anonymously. The speak-out boxes also provide an anonymous place for students to voice opinions on school climate and share experiences of bullying or negativity in the school environment. The boxes were the HRA's largest focus this year. Next year, our main goal is to utilize the speak-out boxes to their full potential. We are also working on reintroducing Safe Space Tuesdays in Mr. Phipps' classroom, where students, regardless of sexual orientation or gender, can have a safe place to talk or hang out without judgment or fear. As always, the Rainbow Alliance meetings will be held in Mr. Phipps' room on Fridays during activity period, and everyone in the HHS community is invited to come.

By Abidjan Walker



When you graduate, people ask you multiple questions about your past experiences. What was your favorite experience? What would you have changed? Any advice for the future students?

When I first came to HHS, I was excited. I was going to high school and I was ready to start something new. I could craft my schedule and participate in activities that interested me. I found a fantastic learning community here. Upperclassmen were enthusiastic, apt to share with me their favorite teachers and classes. They encouraged me to join different clubs and activities.

I had been elected to Council in eighth grade and was prepared to share the opinions of my classmates. I spent my first year on Council, listening, speaking when I felt it was necessary, and observing the specific process at HHS. As each year passed, I took on new roles and learned more about our school community. For the last two years at Dresden School Board Rep., I have represented our students to the outside community.

One of my favorite HHS ac-

tivities was the Swim and Dive team. Five years after the beginning, we had 76 participants. This year was the first year for our Dive team and they did very well. Near the end of our season, we were overjoyed when the Dresden Board approved partial funding for our team. This was critical for our future. I was thankful that there would be school support for our team in the future.

During my time at HHS, I was busy. I connected with teachers and students across the spectrum of the school. I met people who I never would have met, without being involved in certain activities. My advice for all students, is to get involved, because you can learn a great deal outside of the classroom.

In review, four years, I have not been to a Friday fourth period class. Three years, I learned a second language. Two years, I spent late Tuesday evenings in the library. One year, I stood in the middle of the road.

Each year, I have watched other students move on and take the next step. Now, it is our turn and it is bittersweet. I think about what we shall leave behind: a cloud of white powder, a memento on the wall. I know this last week will fly by, so we have to treasure every moment. Otherwise, we will miss the opportunity.

Hanover High, I will miss you dearly. I thank the teachers and staff who dedicate so much time to our learning. To guidance, I thank you for pointing us in the right direction. To the administration, I thank you for leading this school.

My time at HHS was well spent and I can only hope that further generations of students have a similar experience.



Several members of the Rainbow Alliance

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# Smirkus Continued

*Continued from front page*



August, the troupe will travel with its European-made Big Top tent to 15 venues throughout the Northeast, and will perform nearly 70 individual shows. Circus Smirkus will not appear in the Upper Valley this year, but it will be coming to the Vermont Agricultural Business Center in Brattleboro on July 19 and 20, Pico Mountain in Killington on August 14 and 15, and Montpelier High School on August 16 and 17.

Sonya, 17, and Sam, 15, first learned about the Vermont-based Circus Smirkus when their father, writer Rob Gurwitt, was assigned to do a story about the troupe 12 years ago. "One day I took them up to Greensboro, where Smirkus is based," Rob recalls, "and they hung around the tent while the troupers were rehearsing. At one point, Smirkus's founder, Rob Mermin, asked the troupers if anyone wanted to juggle fire in the show. Sam raised his hand. He was three years old at the time."

Sonya, meanwhile, figured out that she could bend in half—backwards. After each kid turned eight, they began attending Ted Lawrence's two-week Van Lodostov Family Circus camp in Norwich each summer, where Sonya discovered her love for performing in the air and Sam his inner clown. Sonya moved on to Circus Smirkus Summer Camp four summers ago; Sam followed a year later, though he also continued with Van Lodostov through last summer.

During the school year, they both train at the New England Center for Circus Arts in Brattleboro,

where Sonya has honed her skills on the trapeze and the lyra, or aerial hoop, and Sam has worked on Chinese pole and acrobatics.

"I never imagined sending both my kids off to the circus," says their mother, Karen Harris, a consultant to foundations and non-profits. "But we've come to love it—the way it combines artistry and athleticism, and how they're part of an incredibly strong community."

Last fall, the two submitted audition tapes to Smirkus headquarters in Greensboro, VT, and were called for a live audition in January. They and 28 other performers ages 10 to 18 were selected for the 2011 Big Top Tour.

"I've been sitting in the bleachers at Smirkus shows since I was four years old," says Sonya. "It'll be amazing to actually be in the ring."

Life on the road promises to be fun and exhausting, both siblings say. As "Smirkos," they will join fellow troupers in such tasks as taking care of props, selling tickets and popcorn, and working with the tent crew, light and sound technicians, equipment riggers, costumer, musicians and others who travel with the one-ring show. The payoff, they say, is being surrounded by other teens from all parts of the country and the world who bring their love of circus to each performance. This year's troupers hail from 14 states—California, Georgia, Idaho, Illinois, Maine, Massachusetts, Minnesota, New Hampshire, New Jersey, New York, Pennsylvania, Texas, Vermont and Washington—as well as New Zea-



*Action Photos Courtesy of Ferne Johansson*

land. Troupers' skills include juggling, wire-walking, clowning, acrobatics, aerials and unicycling, and acts involving the diabolo, trapeze, cradle, Spanish web and lyra.

Over the years, Circus Smirkus has become known for its theme-based and "story" shows. Themes have included Pirates, the Wild West, and Superheroes, while stories have included original circus versions of "Alice Through the Looking Glass" and "Pinocchio." This year's tour continues the tradition of theme-based shows with "Front Page Follies: Big Top Big News!" a circus-style look at old-



*Headshots Courtesy of Robert Sanson.*



time journalism. It will feature juggling paperboys, paparazzi clowns, a wacky weatherman, and all the news that fits....in center ring.

When not hanging in the air, Sonya and Sam are students at Hanover High School, where Sonya is a junior and Sam is a freshman. Sonya helps to organize Operation Day's Work, which raises money for Selamta, an orphanage in Ethiopia; Sam plays the violin and skis on the school's Nordic ski team.

"Circus is like my home away from home," says Sonya. "So in a way, leaving for an entire summer doesn't actually feel like running away." Adds Sam, "Maybe now my parents will let me juggle fire."

For information and tickets, log on to [www.smirkus.org](http://www.smirkus.org), or call 1-877-SMIRKUS (1-877-764-7587)

## World Cont.

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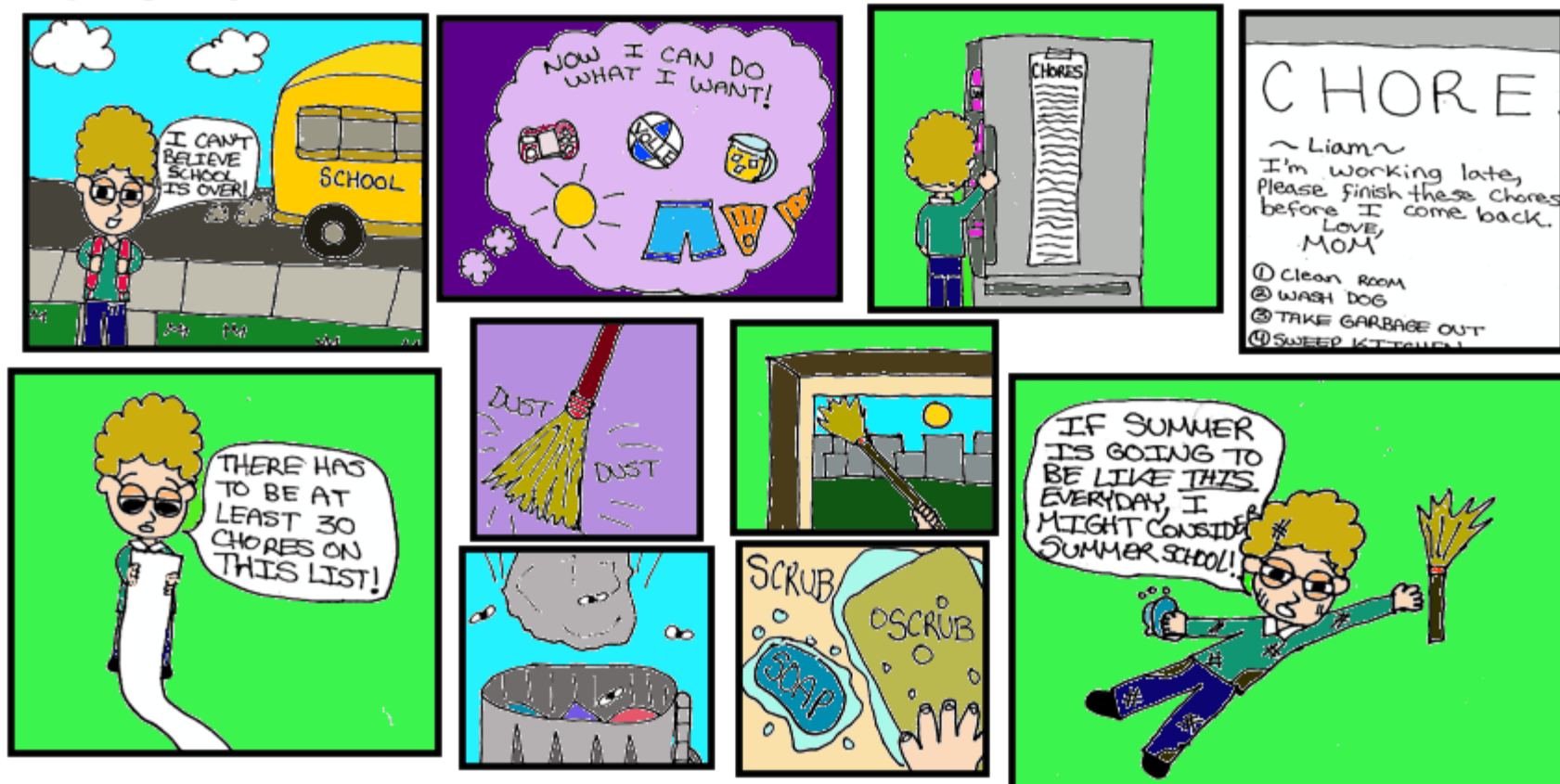
more needs to be done. It has been announced that more CO<sub>2</sub> is being released into the atmosphere than ever before, and that in the short term, the closing of Germany's plants will add another 40 million tons of CO<sub>2</sub> per year. Investment in new energy technologies must come rapidly, as this "wacky weather" threatens to wreak havoc on humanity.

The year in world events has been fascinating. Though the usual atrocities have been prevalent in the news, we have also been given hope, most notably by the events in the Middle East. We can be thankful that we have a strong leader in President Obama, who has been quite adroit in his foreign policy, and we can look forward to an improved economy: though there is still a long way to go, jobs have

been steadily increasing in number for several months now. It will be interesting to continue to watch the now-civil war in Libya, the situation in Yemen and other countries that have yet to revolt, and how Europe deals with the problems of the EU, both from a monetary standpoint and regarding immigration. Three issues I see looming in the future, which will have momentous consequences in international politics if they come to pass, are the disintegration of the Pakistani-American relationship, and possibly of Pakistan as a state; trouble in China, as the authoritarian regime can no longer repress the growing middle class; and a new war in Sudan as the separation of north and south slides into conflict. Whether or not these events occur, there'll be lots to discuss next year.



## Liam's Life



## Council Cont. from page 1

body of HHS.

Last Friday I had the opportunity to meet with Council members Jennie Frishtick, Jacob Kornfeld and Carl Tischbein to discuss some of the controversies Council currently faces and its goals for the future.

When Frishtick mentioned that there was support for the continuation of the School Safety/Climate Committee, I asked what the committee did. To me, the word "safety" immediately triggered images of security checks or metal detectors. However, the committee actually has a much more encouraging intent: it is, in fact, concerned with the climate of our school. This is doubtlessly a lofty goal, for although HHS is certainly a comfortable environment, there is room for improvement. It's commendable that this has been recognized.

I was interested in the fate of March Intensive (MI). The program has faced a board of review each year to determine whether or not it will continue to be offered. From Frishtick I also learned that those in favor of MI are attempting to make it a regular program, with a participation grade given for

the week; this was the result of a 2-1 staff vote in favor of continuing MI only if attendance and participation were documented. For those who feel intimidated by such a prospect, who fear that they will need to perform in some specific way to attain a good grade, or that the whole intent of MI—"learning for learning's sake"—will be jeopardized, fear not. Although a participation grade will appear on one's transcript, it will be based simply on attendance, and neither letter grades nor the actual content of the MI course will appear. The exclusion of the course's content is meant to ensure that a student who got his or her last choice will not have to be associated with it, and, similarly, that the lucky few who were able to go to Nicaragua, etc., will not have an unfair "angle" over those who were unable to get into such Intensives.

If MI is made a regular program, it will occur annually without needing to be approved by a board of review, and it will be added to the Program of Studies and the Student Handbook. This motion will be going to the school board soon,

and as Frishtick explained, "It's a make or break situation." Depending on the outcome, MI will either be made long-term, or ended, at least for the foreseeable future. I just traveled to Germany with the wind ensemble this past MI, and I certainly hope that MI will remain the same amazing experience.

All three readily agreed that "spreading the word" about Council proceedings is a definite goal, and they hope that non-Council involvement will increase in the process. There is talk of improving the technology available for Council, perhaps even adding digital speakers in an attempt to improve public relations. Council is also in search of a community representative whom they hope will increase visible community support.

Their general conviction seemed to be that those who are passionate about certain issues or movements should attend relevant Council meetings, talk to members, or find other ways to make their voices heard. The three expressed their dismay at anti-Council statements suggesting that Council "does nothing" or is "just a lot of talk." I don't see how anyone has the audacity to complain about Council without first trying to voice her or his concerns, or even attempting to understand the body's proceedings.

After all, Council's job is to share decision making between

staff and students. As a Civitas graduate, I can safely say that not expressing one's stance on a crucial issue would be democratically neglectful. We have a rare instance of "democracy in action" at our own school. To fail to take advantage of the ability to make positive changes to the nature of our

schooling is a betrayal of all the values of democracy that we uphold as Americans. So, if you see something Council could improve on, don't just complain: let them know, make your voice heard.

All Council members I've encountered are personable, positive, and more than willing to discuss current Council issues. Furthermore, they are always open to suggestions or feedback. If they were not legitimately concerned about the state of our school, they would not devote to it the amount of time, energy and effort that they do.

As Kornfeld put it, "Council's awesome!" Frishtick and Tischbein wholeheartedly agreed. They adamantly hope that in the future, even more of the student body will share this sentiment. Their enthusiasm and belief in the work they accomplish on Council was inspiring. After this interview, I have renewed respect for our Council, and I have been thoroughly convinced that it is, in fact, an important and influential part of HHS. We should all become more aware and involved.



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Forrest A. Pratt  
Hayden PresseyMurray  
Malia Pressey-Murray  
Joshua Ramirez  
James P. Rigas  
Gabrielle A. Roberts  
Galen C. Robinson  
Emma R. Rosen  
Eva S. Sachsse  
Kyle Schlosser  
Katharina J. Schwarz  
Frank H. Simpson  
Thomas K. Slater  
Tyler D. Smith  
Arielle F. Soriano  
John David Staiger  
Sharina G. Stearne  
Tori Stedman  
Chris Stephens  
Anna Marie Stinson  
Hannah D. Stone  
Xavier Stone  
Paul Sullivan  
Parker Sutherland  
Priscilla Tengdin  
Alexia Miles Thum  
Elizabeth A. Tolman  
Ira Cooper Torrey  
Anne S. Tracy  
Althea Lynn Valence  
Jake Van Leer

Dartmouth College  
University of Vermont  
Wake Forest Univ.  
Colby College  
Springfield College  
Ithaca College  
Ithaca College  
Wentworth Institute Tech.  
Skidmore College  
University of Vermont  
Work/Travel  
University of Michigan  
Northfield Mt. Hermon  
San Diego State U.  
LMU München  
University of Vermont  
National Guard  
Champlain College  
U. of Washington  
Saint Anselm Coll.  
Western Carolina U.  
U. Colorado at Boulder  
Northeastern University  
UNH  
Undecided  
Miami University  
Ohio Tech  
Holderness  
UNH  
PG Year  
Princeton University  
Santa Clara University  
Denison University  
U. North Carolina Chapel Hill  
Yale University

Tori Van Norden  
Kellen Van Nostrand  
Harry P. Voelkel  
Mason Vogt  
Abigail Leland Waite  
Henry K. Wakeman  
Abidjan I.S. Walker  
Scout W. Wallace  
Chris Washburn  
Amy Sylvia Waters  
Claire V. Weaver  
Aaron S. White  
Ethan G. Wilcox  
Claire Elizabeth Wild  
Katherine Williamson  
Kiana Rae Winslow  
Maxwell J. Woods  
Min Yu  
Emily Lin Yukica  
Molly R. Zegans  
Nicholas G. Zubkoff

Ithaca College  
University of Vermont  
University of Vermont  
St. Lawrence University  
University of Vermont  
Santa Clara University  
U.S. Air Force Academy  
Saint Mary's Coll. CA.  
Lewis & Clark College  
Coll. of William and Mary  
University of Michigan  
Stanford University  
University of Chicago  
Dartmouth College  
University of Miami  
New Hampton  
Union College  
Endicott College  
Lewis & Clark College  
University of Vermont

CONGRATULATIONS  
AND GOOD LUCK  
CLASS OF 2011!  
from The Broadside Staff



# An Insider's Guide To Hanover High School And Beyond

By Katherine Chen and Hannah Sobel

As the year ends, a great senior class prepares to leave Hanover to seek new possibilities and adventures. Before they go, we wanted to hear from them in their own words about how they were able to capitalize on the variety of opportunities offered at Hanover High School. In particular, we wanted to learn their advice for this year's juniors, as they begin to plan for college applications next fall, as well as their recommendations for all underclassmen trying to have the best experience possible at HHS.

We spoke with Emily Nice, Libby Tolman, Clio Doyle, Jake van Leer, Ethan Wilcox, Molly Finlayson, Sarah Croitoru, Emma Cudney, and Mariya Greeley. We compiled both e-mail and in-person interviews from these seniors to create a virtual advice panel.

These seniors have conquered such challenges as asking teachers for recommendations, tackling the college interview, and even writing essays explicating Muppet quotes ("Kermit the Frog once lamented: It isn't easy being green. Explain." was one of the prompts Jake van Leer encountered.) Their insights should prove invaluable to underclassmen wondering how to successfully navigate the labyrinth of the college admissions process.

A big thank you to Emily, Libby, Clio, Jake, Ethan, Molly, Sarah, Emma and Mariya Greeley for sharing their diverse, thoughtful and entertaining advice!



Emily Nice.

**What one thing are you happiest you did in high school?**

Emily: Getting involved in the Hanover High community. There are so many wonderful activities going on and being a part of them was not only enjoyable, but also gratifying.

Jake: Exploring extracurriculars that I wouldn't have previously been interested in. The biggest one for me was a cappella. I never really sang much before I came to HHS. I had no idea what a cappella was when I got to here, but I auditioned for DaChords my freshman year and now I can't wait to continue in college.

Ethan: It's got to be SOS (Students on Stage). I tried out

when I was a freshman and was an intern my first year. All the upperclassmen were quite kind and really accepted me into the acting world. Sophomore year I got a better part in the SOS production, and junior year an even better one. This year I was a student leader and director.

There was lots of overlap in the cast and crew from year to year, so I got to know a lot of people in a great non-classroom context.

Libby: I'm happy that I found a way to spend a month in Argentina the summer after junior year. Before I went to Argentina, I often assigned too much importance to what happened in high school, and going to another country helped me realize that there is a lot more to the world than Hanover High School, so getting really upset about anything that happens here is not worthwhile.

Clio: Graduating. Well... and



Clio Doyle.

I'm also glad that, at the end of Junior year, I finally gathered enough courage to try out for a play. I have performed in three Footlighters shows since then, to the chagrin of many audience members.

**What is one thing that you wish you had done in high school?**

Libby: I wish I had been more confident and taken more risks. Hanover High School provides many opportunities that high school students in other parts of the world lack, but no one hands them to students or tells students how to use them. I was pretty shy when I first came to high school, so I didn't try anything new and I missed a lot of opportunities as a result.

Clio: I wish I had relaxed a little more. By which I mean, read more novels in silent study instead of obsessing about my schoolwork

or college.

Jake: I never ran for council, but I think if I had, I would have really enjoyed it. I guess I avoided it because I felt it would be too much for me on top of an already over-packed schedule, but I do believe that it is very unique and that I would have enjoyed being a part of it.

Molly: I wish I had tried more sports! I loved being on the swim team and, for the first couple years of high school, playing field hockey. I also had a lot of fun on the tennis team sophomore year; however, those were all sports that I had participated in in middle school. In college it won't be as easy to just try ski jumping, or lacrosse, or cross country.

**Which of your accomplishments are you proudest of?**





*Molly Finlayson.*

Emily: High school is a time where everything is not so black and white. The answer no longer comes right away, it is more of a puzzle. I feel that through high school I have learned the methods that are best for me to work through those puzzles, and I'm happy about that, since I think that it has prepared me for the next step into college.

Ethan: I didn't break any bones in high school.

Molly: I spent the summer after my sophomore year in Beijing, China. During the months that I was away, my violin, ordinarily an essential part of me, lay at home, neglected. When I returned home, I found my fingers slow from lack of practice and received an announcement from my violin teacher that she would no longer be giving lessons regularly. All-State Orchestra auditions would be held in less than three months,

and despite such setbacks I was desperate to beat my previous years' scores. Having not seriously practiced violin in so long, I knew winning a top position would be difficult. I found a new teacher (luckily) and made the commitment to more than double my violin practice time. I was surprised with the results: first place in the violins! It was such a privilege to be Concertmaster playing great musical masterpieces. I think my experience was all the more rewarding because of the painstaking effort I'd had to invest, and because of how far I could see I had come.

Jake: Being voted a leader of DaChords might not be my biggest accomplishment, but it means a

lot when an honor like that comes from your peers.

Libby: I am proud that I swam on the swim team for three years. Many people wouldn't consider this an accomplishment, but for me it was. When I joined swim team sophomore year, I had never swum competitively and was not athletic, so I was an absolutely awful swimmer. Over three years, I was able to improve until I was mediocre, which was progress.

Clio: I can raise my left eyebrow without moving my right one.

**What class are you glad that you took?**

Molly: Classic English Novels! It completely transformed my approach to literature, and I learned so much from my peers in that class. Mr. Galton did a fantastic job of introducing us to new ways of reading/lenses through which to read (using literary criticisms like religious, feminist, and Freudian), and strove to help us understand the historical contexts of the works we read. Some days, I would come home despairing over essay assignments that seemed like impossible conundrums, and then after combing through my texts again I would make discoveries that I couldn't wait to share in class! Classic English Novels was mind expanding and intellectually exciting. I always enjoyed my English classes in school, but this was the most challenging and most ultimately fulfilling course that I took.

Emma: Funnily enough, I am glad I took Probability and Statistics, because even though I had a



*Jake van Leer.*

terrible time all semester, I feel so totally smart for not failing it. It was a good feeling.

Ethan: Debate (freshman year) was great. There were only 5 people in the class, so we got to all know each other and Ms. Cluff (the teacher, who actually used to be a lawyer) really quite well. Sometimes, instead of class, we would just practice debating random topics with each other for the whole period. Also Reading & Rhetoric, which really helped me prepare for the SAT). My favorite class has got to be Philosophy, and nothing more needs to be said about that.

Emily: Philosophy. It's been an amazing class. Not only is the class itself compelling each day—as you never really know what to expect—it also spurs great conversations outside the classroom. The class brings up many fundamental issues, many of which still don't have an answer.

Jake: One class I'm really glad I took was Senior Writing Seminar with Ms. Alsup. In that class I learned how to take my own writing and make it better. It taught me to not be afraid to tear apart my own work and try piecing it back together just for the sake of seeing how it turned out. Another course I loved was Math Modeling with Mr. Bill. Adding real world application to math gives a whole new perspective on the subject and teaches you that even with math there isn't always a "correct answer."

**How did you choose what to write your college application essay about?**

Jake: Some people write essays to show their personality or character, others to display a particular trait they feel they possess. I wrote my essays about experiences that I had that shaped me or my life in some way. Try to be original, but more importantly, try to be yourself. Don't let your parents tell you how your essays should sound, or what they need to have in them. Let them help you if they offer it, but just make sure to keep your own voice.

Emily: I chose a topic that I felt defined me—one that in just 5 paragraphs could give a snapshot of who I was—not only as a student, but as a person.

Libby: I put off writing my main college application essay until late December, which was a bad idea. I had no idea what to write about, so in the end I just rewrote an essay I had written for my first semester English class. It did not come out well.

Ethan: I sort of wrote a bunch of different essays, and didn't really like any of them. Eventually I wrote one about this esoteric motto that my mom hung up on one of our walls. I didn't really make an active "choice" to write about that motto, I just sort of wrote the essay, and afterwards was like, 'Oh, this is nice, I think I'll probably use this for my college application bit.' The fact that I wasn't actively trying to write a college essay, but was just writing about this motto was probably what lead to its success.

Molly: My main college application essay was super long, about five pages - I didn't find out until months later that essays were sup-





Mariya Greeley.

posed to be concise, and that admissions officers would most likely just skim my essay because of its length. I have done a lot with China and with Mandarin Chinese, and I wanted to make sure that I illustrated the full extent of my interest. By talking about my experiences with Chinese, I was able to cover most everything including my time in a home-stay in Beijing, to my attempts to bring Chinese classes to Hanover High, to the Chinese classes I have taken at Dartmouth. For some of these experiences, there wasn't an easy way to incorporate them into the rest of my application. I really saw the main college essay as the best place to let colleges know about one of the things I am most passionate about, and something that makes me somewhat unique.

Mariya: I really just tried to write about something that was important to me—something that I didn't think anyone else would, or could, write about in the same way.

**How did you choose which teachers to ask for a recommendation?**

Molly: I paid attention to the comments teachers wrote on my report cards. I asked teachers from my junior year whose classes I enjoyed, and who I thought saw me develop the most during my time in their classrooms. Pick a teacher who you know can write well, and who you know respects you and appreciates you. I would recommend choosing teachers with whom you have a personal relationship, so that they can actually add something to your application - you don't want a bland recommendation.

Mariya: I thought about which teachers I felt had gotten to know me best over my four years here, which teachers I thought would be able to best portray elements of my personality other than just "attentive in class" or "good student," which are pretty standard, uninspiring comments. I also looked to pick teachers I had my Junior year, so they would be able to represent who I am now, not my freshman year.

Jake: Well, first of all, you don't HAVE to ask teachers that you had your junior year. One of my teacher recs was from a sophomore year teacher who I knew I was going to have my senior year as well. The way I went about choosing teachers was considering who I knew the best (because they are likely the ones who know me the best as well), who taught a class that I really enjoyed, and who had seen me at my best both in and out of the classroom.

Sarah: The first teacher I selected I knew right off the bat. I chose them because I had them for two years straight. I never got an A in the class, but I worked really hard and was proud of the grade I did get. I felt as though this teacher knew me really well because of the length of time I had them.

**What was the interview process like for you?**

Ethan: Well, I had about six alumni interviews total. None of them were stressful. The interviewers had a couple of standard questions they asked, but after that it was really just a conversation. There were a couple interviews where I felt I really clicked with the



Libby Tolman.

person, which was nice, but that's not necessary in every interview. Overall, the interviews are not something that you should stress about. The one thing I would recommend would be to think about why you want to apply this college in particular. They ask always you that. I would normally just browse the college's website or look at their Wikipedia page for about ten minutes to get a feel for the school, so I could talk about some of the school's unique offerings that I was interested in.

**How did you choose what schools to apply to?**

Libby: I thought about what I wanted in a college and decided that I would apply to schools that have good programs in the subjects I am interested in, that are large enough to have many different opportunities and students, that are in or near urban areas, and that are less than a seven hours' drive from home. I made sure that I applied to at least one safety school, so that I could be certain I would get in somewhere.

Emily: I knew I wanted to stay in New England, so all the schools that I visited were within a three-hour radius of Hanover. In addition, I chose schools that offered a liberal arts education.

Clio: I always wanted to go to Oxford, mostly because I thought I looked good in blue (and because Aden and T. S. Eliot went there). I don't really know how I chose the other colleges I applied to. They just looked cool.

Jake: When I first started

searching for schools I really had no idea what I was looking for. I went through the Fiske Guide to Colleges and marked every school that I had the remotest interest in. Then I wrote out a list of these schools and started at the top, working my way down, and did some research on each one. I crossed off the ones that I didn't think I would really like and by the time I was done I think I had about 16 schools left. After that I did as many tours as I could (though, realistically, I knew I would only make it to about half of them). Most of the visits only made me like schools even more than I had before. Eventually I narrowed my list down to the 10 schools I applied to.

**How did you choose what school to attend?**

Emily: When I was visiting Williams College during my junior spring, one of the admissions officers told us that when looking at schools, it was all about the feeling—the vibe, the connection, that one feels when walking through campus. It was my first college campus visit, and I believed I had that "feeling" right then and there, and I thought I wanted to attend Williams. However, as I visited other small, rural schools I also felt the same way, and quickly learned that there were so many great options. Williams did stay up top of my list for a while and it seem to be exactly what I wanted. Then I decided to take a look at some of the larger city schools and I also really liked them! After that I realized that going to school in a city environment was the direction I wanted to go.

Jake: I tried to consider each school equally and went to accepted students weekends at the schools





*Sarah Croitoru.*

I got into. I stayed in dorms, went to classes and extracurriculars and tried to get a feel for what life as a student was like. At first I had no idea what I was going to do, but after visiting all of them, the choice was pretty easy for me.

Libby: In the end, my college choice was mostly a financial decision. The financial aid packages I received from the colleges to which I was accepted differed by huge amounts of money, and Princeton was one of the most generous schools. I will probably be able to graduate from Princeton with very little debt, which will make my life after college financially easier than it would be with many loans. Princeton also has very strong astrophysics and international relations programs, which are two areas in which I am interested.

Clio: To my own surprise, I got into my first choice of college. And then I withdrew all my other

applications because I was scared of being rejected. So, it was a conjunction of convenience and cowardice.

**Is there any other advice you have for underclassmen about success in high school?**

Clio: I think some people are under the impression that, in order to be a success in high school, you have to be perfect in every respect. I am not perfect in every respect (I consistently fail my math midterms), so maybe I am a little biased, but I think it is much more important to have some kind of passion. You need something that keeps you going. For me, it's always been English literature. It can be science, or music, or languages, or art, or anything at all.

Molly: Be organized! I know it seems simple, but the most awful, most stressful times for me in high school and while applying to colleges were when I wasn't quite on top of everything, and using a simple planner would have saved



*Emma Cudney.*

my life. I try to use one, but often times I think I can just remember everything until suddenly I forget something important. Using your time well is another important part of being organized: planning ahead and making time for studying.

Ethan: Eat lots of fruits & vegetables, never forget to clip your toenails, and never take anything too seriously.

Is there any other advice you have for underclassmen specific to the college application process?

Emily: For the college admission process, I recommend starting early and going in with an open mind. I worked on my application over the summer and had most of it done before the start of senior year. Also, dare to go outside of your comfort zone when choosing schools to visit. I never thought that I wanted to attend school in a city, but after doing overnights at a variety of schools I realized that my initial thoughts had changed.

Sarah: If you are applying via the common app print it out and fill it out on paper first! The common app has tricky questions like when your parents graduated.

Libby: So many parts of the college applications process are completely out of the student's control. The most obvious example is admissions committees--the student usually doesn't know who will read his or her application and what exactly he or she will look for--but this is true of other parts of the process as well. For example, I spent hours on an application for a scholarship that eventually had

its funding cut by the federal government, so no one ended up getting the scholarship and my work was wasted. I think underclassmen should accept in advance that this lack of control means that unlucky things will happen to them, and take faith in the fact that, somehow, the process seems to turn out okay for most people.

Emma: DO NOT think about college until you are a junior. When that day comes, don't be scared and put it off like I did--it will make you MORE scared. It really is not that bad, trust me.

Jake: One of the most important things I learned throughout the process was that getting a head start on things is essential to making it as painless as possible. I started writing my application essays over my junior year summer and because of that I had all of my applications in by the end of October. A lot of people I knew were still editing (or even just starting) essays when the deadlines came around in late December or early January. You can certainly get into a great school even if you wait that long, and most people did, but I found that it was a much less stressful experience if you try to plan it out as much as possible. And this doesn't just go for applications. Another key factor in the college process is standardized testing. Don't wait until the end of your junior year to take all of your tests! It's no fun to be stuck with 2 SAT subject tests, 2 APs, the SATs and the ACTs in the span of a few months. I'd recommend taking SAT IIs and APs as you take the classes they are specialized in. Lastly, I'm not going to lie; the process is going to be long and tedious. There isn't any other way to put it, but in the end, it's all worth it.



*Ethan Wilcox.*



# Track Slaughters Despite Weather

by Liz Haas

Traditionally, at the practice before the state meet, head track and field coach Tim Clark brings the entire team together to give some words of wisdom and motivation. This year, his most helpful idea was not allowing a single competitor to utter the “h-word” before they had finished their events. The “h-word” was “hot”: everyone knew the temperature would be climbing to around 80 degrees Fahrenheit by the end of the day. However, Coach Clark did not want the Hanover athletes to get too caught up in wondering why the weather was not perfect to run a personal record (pr), or to think about the humidity while running lap after lap in events like the four-lap mile and the eight-lap two-mile.

What no one knew was that in addition to the heat and humidity, there would be further complications to overcome.

The day began with a bang

as the jumpers and throwers began the preliminary rounds in the hopes of qualifying for the finals. The meet sped along—the state meet is known to go by quickly, since only the most elite athletes qualify to compete—and by the girls’ two-mile, it was nearly an hour ahead of schedule. That was when the weather decided to turn.

During sunny, humid lap six of the girls’ two-mile, thunder was heard. Luckily for the athletes racing, they were allowed to finish the remaining two laps of the race. Unfortunately, the boys’ two-mile was not allowed to proceed. In accordance with the rules of the NHIAA (New Hampshire Interscholastic Athletic Association), the meet was postponed by thirty minutes, and all competitors were relocated to the Milford High School gym. As the rules state that the meet must be postponed for half an hour after each occurrence of thunder, the athletes were kept in the gymnasium for nearly an hour and a half.

Finally, the meet was re-

sumed, and the last three races of the day—the boys’ two-mile and the boys’ and girls’ four-by-four hundred-meter relays—were completed.

The track and field team left for Milford at seven a.m. and did not return to Hanover High until after eight p.m. But despite the long day, the team took on and “slaughtered” the competition. Joe Carey placed second in the mile and fifth in the eight hundred, which guarantees his participation in the Meet of Champions next week. Noah Williams will be joining Carey at the meet next Saturday, having secured a fifth-place finish in the two-mile, an impressive feat for a sophomore. Isaiah Fariel and Trey Rebman placed fifth and sixth, respectively, in the long jump, and Roland Herrmann-Stanzel will also be advancing with his fourth place in the javelin.

Hanover girls also placed well in the competition. Aidan Bardos placed first in the eight hundred, qualifying her for next week’s

meet. Leah Eickhoff was fifth in the mile and fourth in the two-mile, allowing her to potentially compete in two events this Saturday. Senior Emma Rosen tied for third place in the pole vault, and senior Emily Nice’s triple jump of thirty-five feet and seven inches won her second place.

After the Meet of Champions, Bardos, Carey, Nice and Rosen will continue on to New England, where they will compete in the eight hundred-meter run, sixteen hundred-meter run, triple jump, and pole vault, respectively.

Neither Hanover team brought home a states championship plaque; however, all the athletes put everything they had into their races without complaint, even in the face of adverse weather conditions. This is what sports are all about: giving it your all without complaint, whether you are ranked number one or number fifteen, and having fun while doing it.

## Congratulations, Rowers! Varsity Boys Sleigh Cup Winners Girls & Boys Novice Fin Winners



Boys 1st Varsity Boat Champions. The blue face paint was to prepare for battle, inspired by Braveheart. Rowers from front.: David Desaulniers, Nathaniel Brown, Mathew Geason, Matt Barth, Parker Gardner, Ricardo Addante, Ambrose Granizo-Mackenzie, Robin Smith, Chris Crawford. Photos Courtesy of Carolyn Ann Geason Design Photography Art.



Novice Girls after winning Novice Fin. Back row (from left): Maddy Mulvihill, Caroline Howell, Valentina Sedlacek, Ellie Cook, Claire Callahan, Taylor Clerkin, Hailey Estes. Front Row (from left): Zola Doyle, Eleanor Patten, Lena Dubitsky. Photo Courtesy of Hailey Estes.

Both photos are from the Hanover Invitational, June 5th, 2011.