

THE HANOVER HIGH SCHOOL BROADSIDE



NOVEMBER 2012

A Modern Midsummer Night's Dream

by Nicholas Quijano

The HHS drama club, the Footlighters, is getting ready to put on their fall show of *A Midsummer Night's Dream* by William Shakespeare. You may be thinking, "Oh no, not another boring Shakespeare play," but trust me, this is far from your typical Shakespeare show. The traditional comedy is about two lovers, Hermia and Lysander, who are running away from her father's edict that she must marry another man. They travel through an enchanted forest, chased by her other suitor, Demetrius, and Helena, the woman who loves Demetrius. The good intentions of the fairy king to help the couples go comically awry, but all is happily resolved in the end. Footlighters' new director, Mr. William Sawyer, describes the show as "definitely 'playing' with the idea of *A Midsummer Night's Dream* on the Upper East Side of Manhattan, where the elite and not so elite, the educated and not so educated, and the sane and not so sane are brought together under the same theater to bring an old story out of the traditional and into the now... complete with crazy mothers, dangerous thugs, boot strap wearing Amazons, fashionistas, and an urban jungle."



The cast dancing in the finale. Photo by Gen Bristol

Opening night will be Thursday, November 1st, with additional shows on Friday and Saturday nights at 7pm in the Auditorium. Tickets are \$5 for students and senior citizens and \$8 for adults. The show consists of 24 actors and over a dozen students involved in

the technical crew. Students have been working since early September in preparation for the upcoming performances. Olivia Zerphy, a senior playing Titania, The Fairy Queen, states, "When you think of *A Midsummer Night's Dream*, you don't think of graffiti and Gossip

Girl, but that's what this show is. I hope audiences will appreciate the modernization, and I hope die-hard Shakespeare lovers will recognize our efforts to remain faithful to the original text."

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Muggles Create Magic



Seniors and Juniors in a battle royal to determine the winner of the HHS Quidditch Tournament. Photo by Elise Austin-Washburn

by Grey Mills

The hallways were bustling with the celebration of wizardry in mid-October as Hanover High School held a Quidditch Tournament, which was loosely based on the game in the famous Harry Potter book series written by J.K. Rowling. The atmosphere during the games was energetic as the fans cheered for their classmates. HHS students showed support for their respective classes by wearing colors from the different Hogwarts houses. From the freshman in their yellow and black Hufflepuff garb to the seniors clad in Gryffindor gold and red, every group was excited to participate in playing or watching the matches. Some people even went so far as to wear face paint. It

was the juniors, though, who really had a good presentation with every team member decked out in Slytherin green and silver. They even made an entrance, running through a banner to enter the game. One junior, Sam Carey, wore a fake headset and held a clipboard while acting like a coach for the Slytherin team. This gave the impression that they were well prepared for their first match on October 9th.

In the tournament, teams were separated by class, and the matches on October 9th were seniors vs. sophomores and juniors vs. freshmen. The matches were intense with a couple of impressive scoring runs for all classes with the quaffle (a foam soccer ball). Billy

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Play

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We are not only excited about our upcoming performances, but we are happy to have two new additions to Footlighters: Mrs. Amy Good, our Footlighters advisor, as well as Mr. William Sawyer, our new director. Mrs. Good, a Learning Specialist at Hanover High, was a stage manager in high school and helped out on a friend's movie. Mr. Sawyer, also known as Bill, is a well-known director in the Upper Valley. He has directed many shows, in-

cluding NCCT's Music Man. Anjali Sundaram, a junior playing Egeus/Tom Snout, states, "I think our new director and advisor have really stepped into the spots left by their predecessors and have fully stepped up to the plate. They have been committed to making this a good show as well as fostering a great community of Footlighters." We hope to see you at the show and trust us you won't "Fuhged-daboudit."

Quidditch

Continued from page 1

Delucia, a senior, had fans from the senior class cheering for him as he dove for the snitch. The Ravenclaw sophomores had a good defense and some beautiful rejections of senior shots, thanks, in part, to Ben Lynch.

The juniors and the seniors each won their respective matches and faced each other on the 16th for the right to go up against the mighty teachers' team. From the moment the game tipped off, the burning desire to win the game could be felt by both juniors and seniors. Fans wouldn't let up applauding, as the seniors and juniors duelled for the right to face the

teachers. On numerous occasions, Cyrus Rothwell-Ferraris ran the full length of the court with the quaffle and scored in one of the opposing team's rings. Another leader in scoring was Duncan Piper with his sensational jukes and spins to the rings. The game was close at the start, but, by the end, the seniors were dominating the gym floor with their aggressive playing style. After the decisive victory by the Seniors, the team was champion of the tournament and earned the right to beat the teachers' team in a match of the brains of the teachers vs. the brawn of the seniors.

Password Awareness

by Elisabeth Pillsbury and Chi Zhang



*Photo Courtesy of
mayurbhagattricks.blogspot.com*

Over the summer, we (Elisabeth and Chi) attended the ISTS Security Camp, taught by Professor Michael Locasto. This workshop explores issues of internet security such as cryptography, digital forensics, privacy, and security awareness.

Out of all the interesting subjects we discussed, password vulnerability stood out most. Passwords are used by everyone in this digital age, so it is vital that they are secure. Some of the most common passwords are "123456", "password", "welcome", "abc123", and "qwerty". (Are any of these one of your passwords??) Unfortu-

nately, all of these passwords are surprisingly weak and easily hackable. To avoid this, the counselors listed some techniques on how to create effective passwords. First of all, a good passwords should always have over 8 characters including capital and lowercase letters as well as numbers and symbols. The passwords themselves should be unique; they can be made-up words or random things not related to you. It is useful to keep a list of your passwords for all your various accounts but do not keep it electronically.

Our instructors also advised changing your password every 3-6 months. For teenagers, we thought this approach was excessive, however, if you manage an online financial account or something of equal importance, perhaps this advice would be a good idea. In addition, it is important to use different passwords for different accounts. It might be convenient for you to have only one password but it is also convenient for a hacker. By identifying one password, the hacker will have access to your entire online profile.

Internet security is something we take for granted. By spending a little time to ensure that your passwords are secure you are doing a lot to protect your online privacy.

Summer Jibbin'

by Joel Anderson

Do you like skiing and snowboarding on rails and boxes? Whaleback Mountain in Enfield New Hampshire has made it possible for kids who love rails and boxes to ski year-round. At Whaleback, Owner Evan and his Co-workers have designed a summer jib or, as we call it, "The Beach." The beach has been modified over the years, transforming the large, intimidating ramp drops that lead to more jumps onto other rails and boxes. For kids who love to compete in freestyle skiing and snowboarding or even just want to improve their skills, this is the place to go. Whaleback holds rail jams and other small competitions from time to time as well.



The "Beach" at Whaleback Mountain. Photo by Joel Anderson

The jib is made out of astroturf, dirt and wood. The astroturf makes it easier to put snow or soap and water on it. Both soap and snow work for skiing and boarding, as they both give you a slippery surface to slide down before hitting the features. When you fall it still hurts as much as if you were on snow, but you can not get better unless you fall.

If you would like to go and use this amazing setup, you can call Evan at Whaleback Mountain or just google Whaleback Mountain to get more information on upcoming events and competitions. I would recommend this to anyone who wants to improve their rail riding before snow falls this winter.

Three More New Staff at HHS

Name: Michael Morris
Title: Math Teacher

Q: Where were you working this time last year?

A: I was teaching at Burlington High School in Burlington, VT

Q: What would you like students to know about you?

A: I love to hike and ski and spend time outdoors.

Q: What are your first impressions of HHS?

A: The students are so much fun! The staff is very supportive.

Q: What is your favorite extracurricular activity?

A: Math Team. What else?

Q: Are you reading a book you could recommend?

A: The Wind-Up Bird Chronicle by Haruki Murakami; truly an absorbing read.

Q: Do you have any favorite quotes?

A: "Any life is made up of a single moment, the moment in which a man finds out, once and for all, who he is." - Jorge Luis Borges



Name: Joan Townsend
Position: Guidance Secretary

Q: Where were you working this time last year?

A: I was at my home-based business, J.T.'s Massage, as a massage therapist.

Q: What would you like students to know about you?

A: I have horses, bunnies, and four children.

Q: What are your first impressions of HHS?

A: I loved it . Very bright and friendly.

Q: What is your favorite extracurricular activity?

A: Riding horses, dancing, and 4-wheeling.

Q: Are you reading a book that you'd like to recommend?

A: Yes, Maze Runners.

Q: Do you have any favorite quotes?

A: "Only hang out with people who are positive and make you feel good; Don't dwell on those who bring you down."



Name: Justin Campbell
Department: Principal

Q: Where were you working this time last year?

A: I was Director of Academic Studies at Milford High School in Milford, Massachusetts.

Q: What would you like students to know about you?

A: I find joy in helping young people to grow, learn and achieve the great things they are capable of.

Q: What are your first impressions of HHS?

A: I was impressed from my first visit by the positive tone of the school and by the quality of the interactions between the teachers and the students

Q: What is your favorite extracurricular activity?

A: I love to go hiking with my wife and my one-year-old son, Bryer.

Q: Do you have any favorite quotes?

A: "The mind is not a vessel to be filled, but a fire to be kindled."

Q: What book have you been reading that you like?

A: It's called Disrupting Class. It's about innovators in education.



Council Update

by Henry Butler, Public Relations Officer 2012-2013

Lots of really interesting things have been happening this year on Council. The Student Life Committee passed the Golden Ticket Motion. The goal is to create an incentive for students to check their email for announcements, which will soon be sent to students as opposed to being read during common ground. The motion plans to give each winner and one friend of their choosing a free pass to all school events, including: plays, sporting events, concerts, and school fundraisers. In addition, a chocolate bar will also be given to the winner, in keeping with the Willy Wonka theme.

A motion limiting the amount of announcements read over the PA system was failed. The Council felt the HHS administration already uses its own discretion for how many announcements are to be read during the day, and the motion was unnecessary.

Students from Economics class have presented a motion detailing a plan to keep the atrium clean. Certain table would be delegated to each of the four grades. At the end of each day, winter carnival points would be rewarded to the cleanest areas. For seniors, a prize would be awarded if enough points were accumulated between winter carnival and the end of the year. This motion was referred to committee and is still being discussed.

Currently, Council is in the process of developing a motion concerning the amount of homework assigned over long holiday breaks. Good ways to stay informed are the Council Bulletin Board, the Council Facebook Page ([facebook.com/hhs-council](https://www.facebook.com/hhs-council)), and the Council Twitter Page (twitter.com/hhs_council). If you have any questions or ideas for motions feel free to contact me or any other council representative.

Social Media in Education



Facebook in action.

Photo by Conrad Koehler

by Conrad Koehler

Facebook recently reached 1 billion users and at least 700 of those users are HHS students.

Walking throughout the atrium, it is hard not to see at least two students checking Facebook. Hanover High School students are privileged enough to have computers and Internet access to gather information. A downside to this is that students are constantly exposed to social networks like Facebook. Students are always on social media to see what their friends are doing and to see if they are free after school or how the test was that they just finished. Facebook can

be an incredible distraction from doing homework during free time and doing work while in class, but it also can be helpful to students. My class of 2015 has a group on Facebook where fellow students ask questions about certain classes and the homework assignments for that night. They also give announcements for sports games and other information they would like to share with their fellow classmates.

Captains of sports teams use Facebook groups to communicate with their fellow athletes. This allows the captains to inform their team about schedule changes and what they are supposed to wear for team spirit. Many students have expressed that social networks like Facebook have helped them more than once with answering challenging homework questions and have allowed them to study with friends. Students have also commented on how they like the open forum of Facebook groups. Many teachers seem to support students using social networks as long as they are not being used during class and their homework is their work and not the work of others.

GOT STRESS?



Nick Mullen is overcome by stress. Photo by Ellie Cook.

The Broadside asked Peg Meyer, RN/MSN, some questions about stress and how to reduce stress during what is turning out to be the mother of all stressful semesters for many students at HHS.

Q: High schoolers are multitaskers. How does this contribute to stress?

A: An increasing number of studies show that trying to manage many jobs at once rather than completing them consecutively can take longer overall and leave the multitasker with a decreased ability to perform tasks. Furthermore, multitasking is stressful, the prefrontal cortex, the area in the brain most involved with multitasking, is also the most affected by the resulting stress.

Q: What are the physical symptoms of stress?

A: Headaches, indigestion, stomachaches, sweaty palms, difficulty sleeping, back pain, tight neck and shoulders, racing heart, restlessness, tiredness, and frequent colds.

Q: What are some personality changes that can occur due to stress?

A: Irritability, isolation, resentment, loneliness, distrust, using people, lashing out, hiding, fewer contacts with friends.

Q: What are some tips for reducing stress?

A: 1) Take a few minutes every day to identify stressors in your life and find ways to reduce or eliminate them. 2) Commit to the positive. Find non-destructive ways to reduce stress, especially daily exercise, and any focused activity you love. 3) Be your own personal secretary. Make lists of what has to

be done to avoid getting stressed. 4) Immunize yourself through exercise and relaxation techniques.

Q: What is mindfulness?

A: Mindfulness is a concentrated state of awareness that can help us to see and respond to situations with clarity. It is paying attention in a particular way: On purpose, in the present moment, and without judgment. John Kabat-Zinn has written two popular books on this: *Mindfulness Meditation* and *Wherever You Go, There You Are*. He says: "Meditation is the only intentional, systematic human activity which at bottom is about not trying to improve yourself or get anywhere else, but simply to realize where you already are."

Meditation is one means we use to nurture mindfulness. There are thousands of meditation techniques: tai chi, yoga, focused breathing and using a mantra.

Some simple mindfulness practices include:

Being aware of your body as you wake up in the morning. Notice the various sensations—your heartbeat, breathing, or points of contact between your body and the bed. Also, notice your thoughts. Where is your mind upon awakening?

Noticing all the sensations involved in your morning activities, such as brushing your teeth and showering.

Choose a couple of meals or snacks each week and be fully present. No talking, reading, or watching TV while eating. Pay attention to the sensation, taste and texture of the food you are eating.

Independent Study in Art



Oren Wilcox hovers. Photo by Erica Hinck.

by Paul Huford

By senior year you may have many friends taking Dartmouth courses and Independent Study courses. This year a group of four students decided to do an Independent Study in Art and it turned out that they all had first period free so they could work together at times even though they had to sign up as individuals, not as a group. The four students, Erica Hinck, Maddie Mulvihill, Sam Carey, and Dan Hazlett, have access to the photography computer lab first period. The prerequisite for taking an Independent Study in Art is that you have already taken Design.

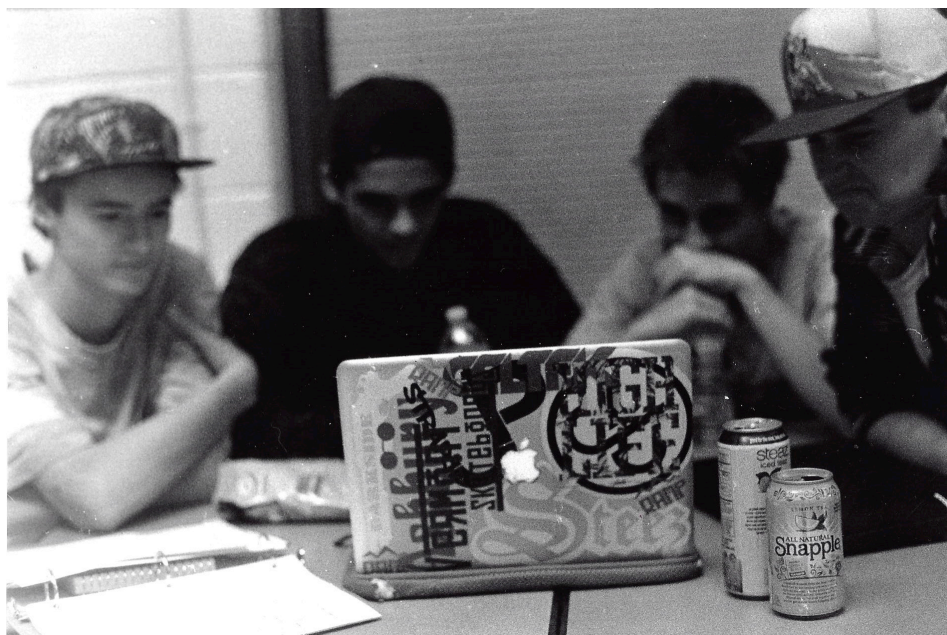
This semester there are about 12 students taking independent courses in Art. The four students mentioned were all interested in doing an Independent Study in Photography, so Peter Lange was willing to be the advisor. They have all worked separately on their own photographic images and now,

they are creating a mural on a wall of the Photo Lab together.

In terms of grades, Peter Lange meets with them once a week to go over what's been done. The semester grade will be a total of these weekly grades. In practice, these students see Pete almost every day for advice on a current project or for help resolving a technical difficulty.

Erica commented, "We are always cooking up a new thing to do." To make these independent courses work for the student, they must be "self-driven," says Erica. One's initiative determines how well it works, and how much you get out of it.

If you are interested in pursuing an Independent Study in Art or other topics of interest to you feel free to discuss this with your guidance counselor and check out page 58 in the Student Handbook for further details on what needs to be done.



Film shot by Erica Hinck

Interested In Taking a Dartmouth Course?

by Paul Huford

All Upper Valley high school students who qualify may take up to four Dartmouth College courses free of charge during their high school years, explains Hanover High guidance counselor, Andrea Johnstone. However, many students are unclear about how to qualify.

To take a class, you should have a GPA of 3.6 or higher as well as permission from the department coordinator of the subject you wish to pursue. This option only becomes available when you have exhausted that area of study at the high school level, and it cannot interfere with Hanover class time. Once the school and your family have filled out the forms, you are completely self-directed, as the school cannot provide any additional support. However, most courses have study hours in which you can get additional help outside of class. HHS students rarely earn grades below a B, and the grades are factored into their high school GPA.

The most common studies pursued at Dartmouth are math, science, and language courses. Every term, roughly twenty HHS students take Dartmouth classes in these areas. According to the handbook, a Dartmouth course can count as two high school courses, whether the student takes them for high school or college credits. However, most colleges will not count them as both.

Senior Niels Kuehlert is taking Greek I, an introductory Greek course taught by Professor Ries Beck. The class has ten students and is one trimester long. Niels is currently taking five high school courses on top of his Dartmouth course, four of which are honors courses. On average, he spends three hours a day on Greek and another three hours on his high school homework. He had to drop math to take Greek, but he has no-

tified his colleges, and they support this decision.



Robert and Siddhartha.

Photo by Paul Huford

Siddhartha Jayanti is taking Computer Science 31 (Algorithms). He has taken three Dartmouth courses prior to this year, after finishing all the math courses offered at Hanover High in the fall of his sophomore year. He is currently taking seven high school courses, three of which are honors, as well. Although the Dartmouth workload is hefty, he finds it enjoyable and recommends it to anyone up for a challenge. On average, he studies twenty hours a week for Computer science 31 and another twenty hours a week on high school work.

Robert Wild is taking Computer Science 1, an introductory course taught by Professor Balkcom. He takes five high school courses (three of which are honors) as well and finds the Dartmouth workload to be manageable. His course is primarily taught in a lecture hall with 150 students, but it breaks into small groups of ten students on Tuesdays. Lectures may be large, but during small groups and outside of class Professor Balkcom tries to be available.

Taking a Dartmouth course is a great opportunity. Not only is it interesting, but it helps one to prepare for college and earn college credits. Anyone considering taking a Dartmouth course should explore their options.

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Oh, %#*&!



Image courtesy of msnbc.com

by Sammie Westelman

If you've ever accidentally sworn in class, you're familiar with the consequences: the teacher gives you a look that makes your heart race, eyes widen, and breath constrict. Your efforts to explain that you only swore because you got a paper-cut are entirely futile—and you're sent to the office for your punishment. It's one thing if the curse is used in an insult or truly offensive statement (the vulgarity lies not in the words, but in the content and intent of the statement), but entirely another if the word is used solely to express extreme emotion. Therefore, unintentional swearing should not be punished in classrooms and schools.

Humans swear for deep, scientific, even evolutionary reasons. In an article written by Frederik Jøvelving for Scientific American, some of these reasons are described. According to many scientific studies, such as the one conducted at Keele University in 2009, swearing is a useful tool that combats pain and stress. In fact, the brain reacts differently when talking normally than when swearing. Brain activity during normal speech is in the "lexical center" of the brain—the "outer few millimeters of the left side of the brain," whereas brain activity while swearing is focused in the amygdala and other parts of the deep right brain. That area of the brain is the section that triggers instinct and intense emotion. When people exposed to uncomfortable situations are encouraged to swear, the amygdala carries out the "fight-or-flight" response, resulting in a higher heart rate as well as a higher pain tolerance. During the aforementioned experiment conducted at Keele University, subjects were told to submerge their bare arms into a bucket of ice-water. One group of subjects was told to pick a neutral syllable to express their pain, while the other group was encouraged to pick one swear to say as loudly and often as the subject wanted. The subjects who

were allowed to swear were able to endure the predicament, on average, forty seconds longer in the ice-water than the control group. They also reported a much smaller degree of pain than those who were not allowed to curse. Therefore, a student who stubs his or her toe in class should not be reprimanded for cursing, because it is an appropriate and effective response to pain.

Though the brain acts differently when using profanity than when using normal language, it is important to note that curses are only words. There is nothing about a word that means "excrement" that is truly offensive. The only reason why people consider the word "shit" to be in bad taste is because society has deemed it so. It is absurd and utterly nonsensical to try to pronounce a word unacceptable solely because of its arrangement of letters without any regard to its meaning. As soon as society determines a word to be objectionable, young people only want to say it more. For example, in order to maintain a "badass" image, rappers will often use the "N-Word" in their music, according to an article written for the New York Times by Michael Marriott. Until society changes, however, language will still need to be monitored in schools. Nevertheless, when a student swears, it should be the teacher's responsibility to consider how the student meant to use the curse.

The fact of the matter is that it is difficult not to let profanity slip when pain or extreme emotion overcomes somebody. How can an adult reprimand a teenager for a natural response to problematic situations, when in that same situation the teacher would likely have said the same thing? This is not to say that schools should be a place where every other word is profane, because they are places that are supposed to prepare us to conduct ourselves like mature members of society. The occasional slip, however, shouldn't be chastised. The teachers and students of the world should try and reach a compromise on the matter, allowing a student to go unpunished if he or she apologizes and did not use the profanity in an inappropriate manner.

Freestyle Skiing, Art or Sport?

by Cullen McCutcheon

A sport is a physical activity that is often engaged in competitively and governed by a set of rules or customs. It's hard to define freestyle skiing in this way; there are few rules, and competition skiing is only considered a sect. Unlike other sports, its movies are based solely on park skiing, with no recognizable plot other than watching trick after trick. I can think of other movies about sports, but other than skateboarding, biking, or snowboarding, there isn't another sport like it. Because of its capacity for integrating with the film industry, could this sect of freestyle be a class in the performing arts?

I asked two people without much knowledge of the sport, to watch and edit a freestyle skiing video of some of the most creative skiers in the world. Afterward, I asked them if "this style of freestyle skiing more a sport like football, or an art like dancing?" to get a general idea of what the public might think. "Both," said Aset a senior at HHS, "because they show their athletic ability, but their style of skiing as well." Delaney, another HHS student, said "It's more like a sport, because you're not sitting

there painting."

I like to compare "creative" freestyle skiing to dancing, because it is usually represented by an edit. Edits like the one I showed to Aset and Delaney, generally have music and a basic theme, such as a style of music and clothing representing a culture. The edit I showed to the students represented the hip-hop and rap culture, like the rest of the freestyle world at the moment.

Dancing is defined as "move[ing] rhythmically, usually to music, using prescribed or improvised steps and gestures." Can an edit not be described in this way? There's

a song, and a bunch of guys dressed up like thugs "using prescribed gestures" off of jumps and on rails. The music may be put in after the tricks are performed; but, if the editor is skilled, it can seem like the athletes are moving to the beat.

In both dancing and skiing you compete athletically and artistically, which makes each of these a sport. To learn to dance, you can join an athletic team, but to practice skiing, you cannot go to Juilliard. Their similarities run close. It's like politics, there are two sides, but their colors bleed.



Image from Wikimedia Commons

Students Have Too Much Homework?

by Rocco Linehan

As always, teachers at HHS give students homework for further education and extra practice outside of class. The official vibe of homework is not good to begin with, but given the increasing complaints from students at HHS who have not been getting enough sleep or have missed commitments due to homework, that reputation is getting even worse.

While some students at Hanover get as much as ten hours of sleep per night, many get as few as four hours, and some get no sleep at all. This could cause problems,

especially if students play sports or are in other extracurricular activities. Tired students have fallen asleep in class and missed all of the material for the day, causing more problems. Freshmen take seven classes and are just beginning to understand how high school works. The lack of sleep could be very stressful to them. Upper classmen are usually busy thinking about college and doing all the necessary essays and applications. When they are using the computer or internet at the school and must drive home late, their tiredness af-

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Homework

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fects their driving, increasing their risk of having a car crash.

Although I do not feel stressed often, I do get stressed when my sleeping is thrown off from usual. I need a lot of sleep, and if I do not get my average 8 or 9 hours a night, I can become cranky. Hopefully this is not the case for the students who I interviewed, because many of them said that they only get a maximum of 8 hours per night, and often stay up late doing homework. These students said that they would love more sleep. Some even admit to being stressed because of how little sleep they get.

I think that teachers should acknowledge how much time students spend on homework every night. Math and science classes have an especially bad reputation, along with most honors classes. The difference in work load between honors and "regular" classes is significant. When students find it hard to make a commitment to their job or sport, they know it is time to lighten their load.

Some coaches at Hanover have been inconvenienced due to players missing practices and games due to excess homework. If teachers gave more long-term deadlines to students instead of assignments due the next day, then we would all be much happier. When we get an assignment that we have to do that night, it either doesn't get done or forces students to stay up late to do it. Having too much homework causes stress and many other problems for students in all grades at Hanover.

Students at Hanover complain that they have too much homework and do not have sufficient time for other activities. With the homework overload given by teachers, they are unable to keep up with the rest of their lives without losing sleep. When teachers give a lot of homework, students can become very stressed, which can cause other problems that can prevent students from being the best that they can be.

Student Entrepreneur



Photo by Aurora Berger

by Broadside Staff

Aurora Berger is a senior now taking an independent Art course in photography. She has recently started a photography business. You may have seen her flyer (showing several of her portraits) on the door of the Art Room. She is avail-

able to take Senior Portraits for the year book, at negotiable prices. See more of her photos at www.broadside.dresden.us. Are you a student entrepreneur? Broadside wants your story for the next issue.

Fantasy Film Festival



The Prestige.

Photo courtesy of IMDB

Come one, come all, to Hanover High's 4th annual Fantasy Film Festival on Saturday, Nov. 17th, in the HHS Auditorium. This all-day event begins at 9:00am and ends at 10:00pm. All are welcome, and admission is free. The money we raise from donations and the concession stand will go to Hanover High School's Silver Lining Fund in support of students and families experiencing financial hardships in our communities

Up (PG)
9:00 am (96 m)
My Neighbor Totoro (G)
10:40 am (86m)
Coraline (PG)
12:25 pm (100m)
Fire and Ice (PG)
2:10 pm (81m)
Unbreakable (PG-13)
3:35 pm (106m)

The Prestige (PG-13)
5:35 pm (130m)
Jurassic Park (PG-13)
7:50 pm (127m)

Our choice of films each year is aimed at spanning a great variety of "fantasy" stories. This year's selections, including both animated and live action movies, are no different. If *Up* (with its curious and delightful idiosyncrasies) represents a certain "mainstream" slice of the genre, Hayao Miyazaki's *My Neighbor Totoro* and Neil Gaiman's *Coraline* stretch our imaginations far outside their comfort zone. Ralph Bakshi's *Fire and Ice* offers a glimpse of "sword and sorcery" mayhem while M. Night Shyamalan's *Unbreakable* captures the essence of the superhero story at its inception. In Christopher Nolan's "thriller" *The Prestige*, our stomachs will turn with the tension of rival stage magicians taking their magic acts to the very brink of believability (and sanity). We close with a film that straddles the genres of fantasy and science fiction: in Steven Spielberg's adaptation of the Michael Crichton novel, *Jurassic Park*, two paleontologists watch a dream-come-true turn into their worst nightmare. *Uncageable*, unpredictable, and utterly unbreakable, *Life* — as one of the characters points out with a sobering look — will find a way. Fortunately for us, our filmmakers' imagination and creativity keep finding a way, too.

For more information on the event, contact Brian Glenney by phone: 603-643-3431 x 2610, or email: brian.glenney@dresden.us

Cross Country

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Anything can happen on race day, and the varsity learned this first-hand at the Kennett Invitational. The trek to North Conway is over three hours of long, winding roads. After hitting traffic in the center of town half an hour before the girls' race was scheduled to start, the team was forced to warm up by running to their race. Hoping off the bus with their racing flats in hand, the girls ran past coffee shops to the start of the race. Only having seen the 5K's start and finish, the Hanover girls' team proceeded to win the meet, with their top five runners finishing in the top ten overall. The boys' team also did well, with three runners

in the top ten finishers and a second place finish overall. The teams' stellar performances under the circumstances show their strength and Mr. Eakin's leadership.

The season may be winding down, but Mr. Eakin's mental conditioning is only ramping up. His over thirty years of coaching experience has taught him when the team needs encouragement and when they need a reprimanding to remain focused. In the end, as he says about what he earns as a coach, "the check's the same," whether the athletes push themselves or not. He is there to remind his runners that the amount of effort they put in is solely up to each individual.

Preparing for Championship Season



The Hanover High Cross Country JV girls team at the JV State Meet. Photo Courtesy of Kay Torrey

by Liz Haas

"It's October," cross country running Head Coach Jim Eakin reminds the team before leading them on their warm-up. October is the beginning of the championship season, with the top fourteen JV boy and girl runners' season culminating in racing the JV state meet at Coe-Brown on October 18th.

Varsity, the top seven runners on the team, continues on for nearly another month after that. Consequently, cross country has the longest of any Hanover High School fall sports season. It begins with pre-season mid August and ends with the New England Championships on November 10th, adding up to nearly three months of solid

training.

Mr. Eakin prepares the team for races using several strategies. First, he adds "surprises" to the ends of workouts. These consist of an additional set of laps or "Indian drills" around various fields (where everyone runs in a line and the person at the end has to run to the front by overtaking every-

one) or hill repeats. He never posts workouts, often disclosing them one section at a time, so no one will save their energy in anticipation of subsequent "surprises." The runners carry this mentality over to racing, running hard throughout the race, instead of saving all their energy for the finish.

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Principal Pied but Dean Ducks.

by Broadside Staff

Principal Justin Campbell demonstrates with his body his wish to pay his respects to all the hallowed traditions of HHS. A rookie to the rough life of HHS, Mr. Campbell stands tall and calm, while allowing students to squash a cream pie into his face. Then showing no hard feelings in response to this cruel treatment, he "thanks" his jovial tormenters, Kalin McGowan and Helen Tosteson.

On the other hand, seasoned participant and HHS Dean, Ian Smith, knowing in advance what is likely to befall him, was willing to break with a six-year tradition of submission at HHS. Then, having once outmaneuvered his nemesis, Julia Thompson, wily Mr. Smith appeared to have a change of heart, standing still, looking remorseful at her disappointed face and readying himself for the second pie throw. Meanwhile, a crowd of students were standing on tiptoes with eager faces to see the school's chief cop get a sweet facial at last.



Left: All for a good cause and no hard feelings as Principal Justin Campbell "thanks" delighted seniors Helen Tosteson and Kalin McGowan. Right: Julia Thompson completes her wind-up; Mr. Smith dances a jig. Photos by Peter Lange.

Then, after Thompson retrieved the pie from the ground, Mr. Smith outsmarted her a second time. Much to everyone's surprise, the gooey remnants of the pie flew past his

shoulder into the startled crowd of students. All in all, everyone was entertained by this jolly rout. Mr. Smith was heard muttering that he would be hiding from Thompson

until she could forget her lost opportunity. He can be sure that she won't forget it. See more photos of this event online at www.broadside.dresden.us