

THE HANOVER HIGH SCHOOL BROADSIDE



New Science Classes Coming to Hanover

by Sarah Siegel

Two new semester-long STEAM classes (Science, Technology, Engineering, Mathematics and Art) are coming to Hanover High next year. Ms Milender will teach DARMA (Design, Applied Research, and Modeling Art), and Mr. Holloway will teach Tools 101. DARMA is a semester-long problem-solving course offered to incoming juniors and seniors with unlimited directions for students to go in, utilizing new technologies such as rapid prototyping machines, a CNC machine (computer numerical controlled) and 3D printers. "In DARMA, students will develop and hone their skills with CAD (Computer Aided Design), woodworking and metalworking tools, technology, and design," says Ms Milender. She hopes that "the DARMA experience will mimic the real world. Whether at school, at home, on the job, or in the community at large, problems will present themselves that need to be solved." Students will be able to work together and individually on projects that they want to do. "I hope we have a lot of fun while learning, sharing, and supporting one another throughout the pro-

cess," says Ms Milender. "The final product," a real-life design challenge, "will truly be a culmination of the students' own research, design, modeling, and engineering.

For all intents and purposes there is no such thing as a wrong answer!" On the right is a HHS Minds, Hearts, and Voices key chain designed by Ms Milender. Students will be able to design and produce projects like this in DARMA.

Students in the first quarter of the DARMA class will be designing new student desks as their final project. Tools 101 will "return students to tinkering." Students will be able to work with their

hands as well as with new technology to facilitate their natural creativity, innovation, and design. Mr. Holloway says, "I always find it exciting to start a new course whether



HHS in 3-D produced by Ms Milender on the 3-D printer.
Photo by Sarah Siegel

I am teaching it or taking it. Tools 101 has new thoughts and ideas with new technology and a new group of people, using their brains and their hands to build fun projects." Tools 101 will cover four areas of industrial technology: woodworking, metal shaping,

electronics, and rapid prototyping. "After having a generation of many homeowners hiring out every fix-it job, we are starting to see 'do it

yourselves' coming back. Learning about tools and how to put them to proper use is key to building and repairing. I believe all students in their high school experience should take some sort of a course that has them working and building something 'hands on,'" says Mr. Holloway.



An unusual take
on the modern desk.
Photo courtesy of Sarah Siegel

Valentine's Day Cheer

by Elizabeth Sachsse



Mira Kehler loves Valentine's Day and loves love. She also loves everybody in the senior class and wanted to create a last Valentine's hurrah to celebrate the people she'll miss next year. With help from other senior girls, Mira decorated the pit on Valentine's Day with as much red and pink as possible and put individual strips of paper with the names of each senior boy on the wall. They also got together and baked many cookies and other pastries with which to honor the senior boys. Mira says, "I think that the boys absolutely loved it and of course the fastest way to a boy's

(or really anyone's) heart is through the stomach."

The reception of the project was wonderful. The boys were truly grateful and there was enough food left over to give some to underclassmen as well as faculty. Mira says, "It turned out so much better than I could have ever hoped; it was perfect." The senior girls' appreciation of the boys as well as the Rainbow Alliance Club's candy-gram sale truly makes Hanover High School a wonderful and loving place to be on Valentine's day.

A few of the Valentine's Day workers, celebrating after the food was mostly gone. Photo by Broadside Staff

Helping Haiti

by Zoe Granizo-MacKenzie



Learning by teaching. Photo courtesy of Sophie Bartels.

Here at Hanover High School there is a Helping Haiti Club that meets every Tuesday in Madame Doyle's room. Sophie Bartels, a student at Hanover High school, and Janet Daniels, an instructor of sewing, together founded the club in 2010 with the help of Sophie's parents in order to find ways to help raise money for Haiti. If people are part of the Haiti Club or interested, each year during Winter Break in February there is a chance to go down to Haiti and experience how the Haitians live. The trip to Haiti costs six hundred dollars this year which is not a bad cost to learn about a different part of the world and to experience how it is for other people. This project has already been mentioned in the article written by Chi and published in November, 2011. <<http://broadside.dresden.us/?p=241>>

Since 2010, a group of people from the Haiti Club go down each year to help the Haitian people. The Haitian women and men there learn simple ways of sewing. After the women and men learn how to sew simple fabrics together and make patterns, the group from HHS each year collects the fabric that the Haitian people have made and they bring it back to the Club for projects. This is the first year that the club is selling the work made by the Haitians to raise money. This year in the club, we were using many different colored fabrics all

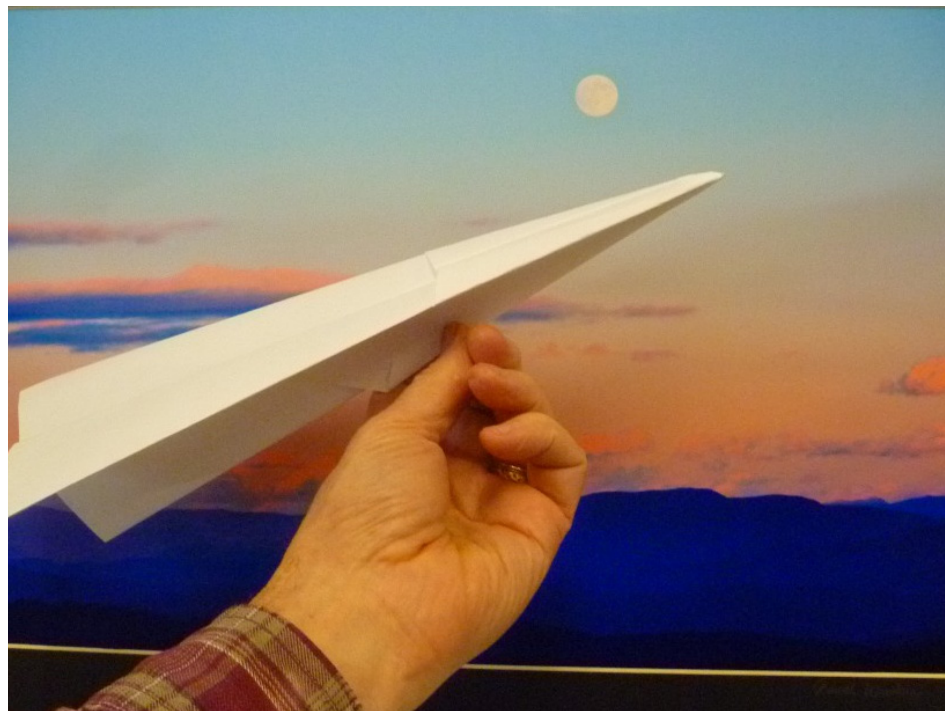
sewn together by the Haitian people. We in the Club have been taking the fabric and making cards out of them. The Club sold the cards at the Holiday Craft Fair at Tracy Hall this year and raised a lot of money there. The Club also sold them at the Co-op. The cards made at Hanover High School using the different colored fabrics were sold for 4 dollars. 1 dollar goes to Haiti, 1 dollar goes to the Hanover High school and 2 dollars go to Materials such as fabrics to bring down to Haiti for the people to use.

After talking to Sophie about her experience going to Haiti four times now, she says "The trips for me have been amazing and eye opening. I have loved getting to know and teach the Haitians from the village. Although it is shocking to see so much poverty, it is wonderful to see how the people have been able to recover from the disasters of the earthquake".

I joined the club this year and I am really enjoying it, I have learned a lot about Haiti just by joining the club. I am planning to go to Haiti next year during February break in 2014. I am looking forward to this because I know I will be amazed by seeing the way other people live and when you think about it, our lives are so much easier compared to these people.

Paperless School

by Ethan Rogers



Think of how much paper is used by schools. Even with the technological glory of computers, an average school uses an enormous amount of paper. Paper is everywhere: students read from books made of paper, they print assignments on paper, and they get worksheets and handouts on paper. Paper is essential to the daily function of a school, or so it seems.

Paper became popular as a medium for storing information only because computer databases had not yet been invented, for why would anyone ever choose an analog, non-searchable, unstable means of storage over a permanent, interactive, and digital one? Paper has greatly overstayed its welcome in the classroom and is due to be completely replaced.

In modern schools, educators use a variety of technologies to teach material to students. Although Smart Boards animate board content and cameras capture the world, the personal computer drives the success of students. Computers allow access to the Internet, a rich, green pasture of educational resources and information in and of itself. In the humanities, computers make essay writing and literary analysis more accessible to those who have writing and language disabilities. In math and science, computers can be used to collect and analyze data, as well as run numerical simulations. Computers are patching the flaws of our education system, making, what ten

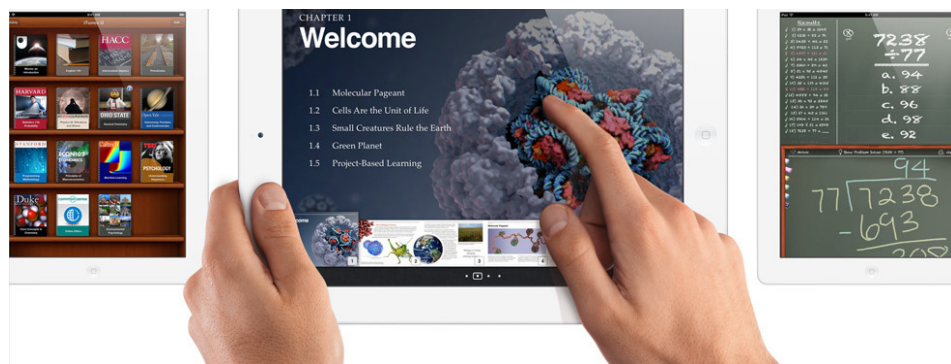
years ago might have been a hallucination, reality.

If computers are such a boon to education, then why haven't they replaced its biggest flaw: paper? The unsatisfying answer has mainly to do with money. Computers aren't cheap, and good ones are even more expensive. In order for a paperless school to work, every child and every instructor has to have access to reliable, fast, and plentiful computing resources. Unfortunately, it is delusional to expect each student to have one portable computer due to financial considerations. One solution to this cost problem is the tablet. Tablets can easily replace computers and textbooks. Tablets are easy to use and require very little setup. A school where each child and instructor has access to a tablet and a communal computing center could function without paper.

Computers have replaced most analog forms of media. They have modernized data transfer and fundamentally changed how our society communicates and interacts. The development of personal computers is the biggest technological advance in our history, enabling function and format beyond anything even remotely imaginable 50 years ago. There is no reason that they cannot imbue our education system with efficiency, improvement, and accessibility, just as they have done with every other aspect of our lives.

The iPad in School Flipped Classroom

by Conrad Koehler



Imagine a world where students don't need to carry around textbooks because their books reside on their iPad, which they have with them in every class. If each student had an iPad in school, their teachers would never have to worry about laptop sharing for projects or checking out computer carts. The iPads could be customized to each of the students' classrooms, and if a class needed computers for a resource-intensive job, they could schedule time in one of the two computer labs.

iPads would replace the need for assignment books, because students would receive the assignment through iTunes U; an educational service where teachers can share handouts and lectures. Students would be able to take their iPad home to work on homework and projects. Also, iPads also can solve the issue of students not checking their school email regularly. If a student's email were to be set up on his or her iPad, then there wouldn't be an excuse for missing an email when it is right in front of them. Teachers could send out updates to their students without having to worry that a percentage of their students won't get it.

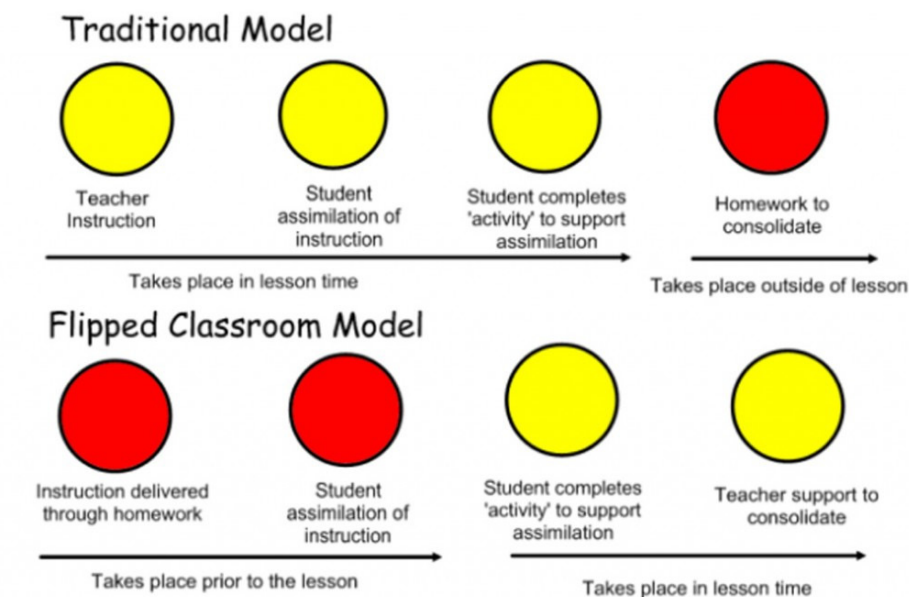
Students would also be able to use thousands of iPad study apps, such as the popular online tutorial site Khan academy, to aid in their work. There are also thousands of flashcard apps that enable students to use the methods that help them learn the best.

With the recent release of iBooks Author from Apple, teach-

ers can easily make their own textbooks with custom content. iBooks is a simple, user friendly application based off of the iWork applications (Pages, Numbers, and Keynote). The author can embed videos for students to watch, slides from presentations for students to read, multiple choice quizzes to test students' progress, and small quizzes to test students' comprehension of the material. iBooks also lets readers highlight, underline, and comment on texts. It can even take the reader's annotations and make them into flashcards. Ninety percent of the textbooks from all major publishers are available for iBooks, and some of them have extra features, like pre-compiled flash cards, built into the end of each chapter.

The future of mobile computing is in tablets and having a technologically savvy generation has very few cons. iPads don't need to be just a high school device; kids in elementary school find the device intuitive. Many households already have tablets at home that the kids have experience using. A large percentage of British Primary Schools use iPads in the classroom to help students' mastery of basic reading and arithmetic skills. Each student can have a class customized to their particular learning needs by emphasizing the concepts that they have trouble with and not spending extra time on the concepts they understand. The teacher can use the iPad to cover a larger range of students' needs without additional aids in the room.

by Nicholas Quijano



<http://steedie.wordpress.com/2012/05/24/how-to-flip-your-classroom/>

Would you be opposed to doing your homework during class and listening to lectures at home? Classroom flipping is an educational strategy that is catching on at schools around the country. The traditional learning model (in which a teacher lectures during class time and assignment students work for at home) is reversed in a flipped classroom.

Students in a flipped classroom watch recorded lectures created by their teacher or online videos from websites like Khan Academy and EduVision's Flipped Learning Network. Students then work through assignments at school. This allows the teacher to be present to keep students on task, answer questions, and create interactive activities with other students. Students also have the added advantage of being able to go through the lectures at their own pace, repeating tricky concepts as needed. This allows students to approach things at their own pace without worrying if their peers find their progress slow. The student and teacher will also be able build a stronger relationship through having more time for one-on-one learning.

Flipped classrooms work for many subjects but are especially popular for science, math, and history. The reasons for flipping the classroom instruction model are based on research showing that engaging students in active, collaborative work increases learning. Classroom-flipping has been shown to increase learning

among at-risk students. According to Statistics from the Knewton Adaptive learning Program, before flipped learning was implemented in several institutions over 50% of Freshman failed English and 44% of Freshman failed math. After the flipped learning, only 19% failed English and 13% failed math. Discipline cases in these institutions also decreased, from 736 cases before the flipped classroom to only 249 cases after.

The disadvantage to classroom-flipping is that the students' success relies on students having internet connections and computers at home. That has raised concerns that the achievement gap between low-income students and their peers could be widened by this trend. Students who do not have personal computers at home or access to the internet would be forced to use public computers at a library or at the school. This, to some degree, eliminates the personal and private experience of taking in the lectures. What makes having lectures as homework so powerful is that students can do it on their own time, in their own way, and at their own pace. At a library computer or school computer, time limits typically exist and access can be limited if it is busy.

Overall, there are many advantages and disadvantages to flipped learning. It's really up to the students to decide whether or not they will take advantage of their learning opportunities and environment.

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Girls Hockey

This year, the Hanover Girls Hockey Team meant business. The day after teams were announced, the varsity held a special team meeting to discuss the goals for the season, filling an entire whiteboard. Grace Tecca said their main goals were to “get better every time we step on the ice, every practice, every game, every period.” Of course they also hoped to win the State Championship. They have worked hard throughout the season to achieve these goals; their focus and determination makes it so that improvement is truly inherent in all their practices. As for the second goal, they are still in season and will compete in semi-finals on March 5, hoping that all this hard work will pay off and grant them the championship title.

Hard work was even more necessary this year than in years past, as the team’s four top scorers graduated last year. Head coach John Dodds worked the players especially hard to instill a serious and committed team attitude. Tecca says, “Although it was a little intense in the beginning, as we found our identity as a team it leveled out and brought us together.”

The season is filled with highlights, including a double victory over Lebanon. The presence of fans at these games made them even more intense for the players. According to Tecca, however, the real highlights have occurred off the ice as the team becomes more of a family.



Boys Hockey celebrating a goal
Photo by Elise Austin-Washburn



HHS Girls Hockey Team 2013. Photo courtesy of Eliza Laycock

Boys Hockey

On February 28th the boys hockey team faced disappointment when they lost a close game, 2-1, against Bishop-Guertin in the preliminary round of the post-season. Although this means they won’t be able to achieve their goal of winning the championship, the team excelled in many other areas this season. It was always their hope to be one of the best defensive powerhouses in the league, and they were successful in this regard. It was on offense that the team struggled. Ben Hartman said, “We found ourselves struggling to generate goals in the really close games.” The team also had issues starting games off well. However, through hard work the team exhibited vast improve-

ment in these areas by the end of the season. The boys hockey team has a strong tradition of sportsmanship, and they hope to receive the league sportsmanship award.

The long season included several games that remain in the team’s memory as moments of glorious victory. They had a shoot-out win against Manchester Central in the annual Christmas tournament. It was an especially sweet victory since they had previously lost to Manchester Central in the regular season. Another great moment for the Marauders was their senior night game versus Exeter Academy in which they won 5-4. “They were also a team that beat us in their home rink earlier in the season, and

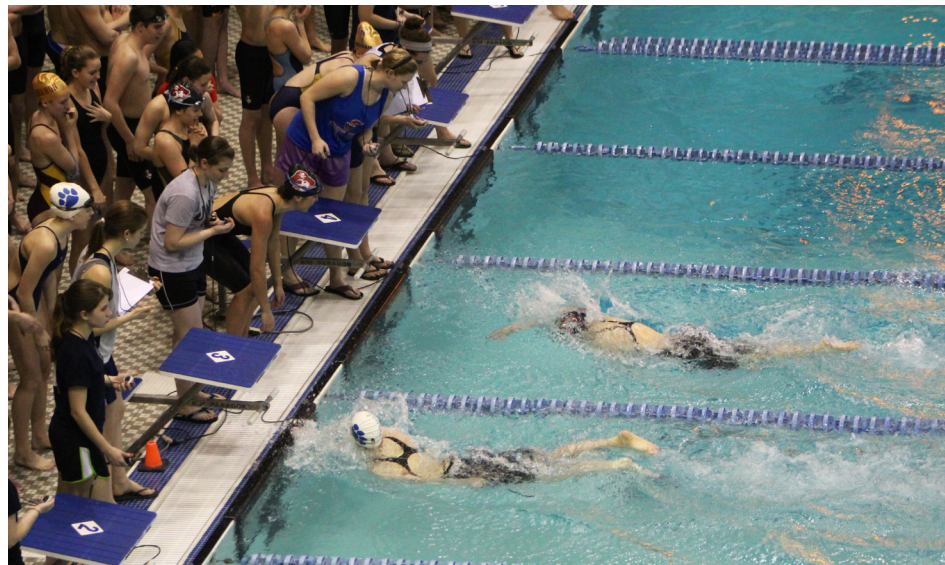
it was great to show that we were able to rally and pull off the victory for the last time in our home rink,” says Hartman.

The coaching staff, including head coach Dick Dodds and assistant coaches Dean Cashman and Cody Dodds, were imperative to the team’s success this season. Hartman says, “Without the hard work and commitment that they showed throughout the season, we never would have been able to make it as far as we did.”

Swimming

For the Hanover girls team the title came down to the final relay, Hanover vs. Oyster River. The Hanover girls were down by one point and winning the 4x100 would give them both an additional 32 points and the state title. The team was one pool length behind when Elisabeth Brechbuhl began to swim the last leg. She did her best to close the gap, ending the relay only two stroke lengths behind Oyster River, and securing the team’s second place finish for both the relay and the state meet overall. The Hanover boys team came in sixth place.

Overall, it was a very good meet for the team. The team won four individual events, 200-yard Freestyle, 500-yard Freestyle, 100-yard Butterfly, and 100-yard Backstroke. There were five team records beaten, making all the records faster than the time required to go to states.



Final Relay at State Championships. Photo courtesy of Conrad Koehler

by Elizabeth Sachsse, Conrad Koehler, Liz Haas

Nordic Skiing

The Hanover girls Nordic ski team has done it again. They won every team race in the regular season, and the state meet was no exception.

At 6am on Wednesday, February 13th, 2013, both boys' and girls' Varsity Nordic Teams piled into a school bus bound for the Great Glen Nordic trails at the base of Mount Washington. There were two 4K races, one classic and one skate, and the combined scores from both events determined the State Champions.

Earning the team 198 points with her two second place finishes, Senior and Captain Helen Tosteson led the girls to win both races, and therefore the state championship title. Her five teammates were not

far behind, as all six of Hanover's female racers placed in the top twenty in both races.

The boys' team also did well, placing second to Kennett by only three points. Sadly, Senior Galen Richardson, the boys' team captain, was unable to race due to being hospitalized for an injury. However, still groggy from pain medication, he was there to welcome the team home at 7:30pm that evening.

Alpine Skiing

The alpine ski team's season is far from over; it will continue until April 1st. So far, the season has gone well and team members have improved their technique and speed. Several underclassmen, including Courtney Couture, Al-



Nordic Ski Team 2013. Photo courtesy of Liv

lie Clarke, and Nils Kingston, still hope to make it to Junior Olympics and will find out March 3. Upperclassmen Katherine Bradley and Matt Couture hope to do well at the Eastern Finals in two weeks. Katherine Bradley had a concussion that slowed her season and inhibited

her ability to race as much as she would have liked. Matt Couture, on the other hand, was a skiing fiend, according to Bradley. She said, "He has been going to so many races, missing multiple days of school, and tearing up the slopes."

Boys Basketball

The boys basketball team had a shaky start this year. They opened the season with a record of three wins and eight losses, hoping they would eventually bounce back from the loss of last year's key players. Through their efforts and dedication they were able to turn the season around. They knew from the beginning it would take hard work and they would have to set goals for themselves to come together as a team to face adversity, have stellar defense, and win the championship. Throughout a dramatic season, including a double

overtime victory against John Stark with a legendary dunk by Cyrus Rothwell-Ferraris, they were able to close with a record of nine wins and nine losses, securing the team a spot in the postseason. Chris Washington said, "I believe we do have one of the better half-court defenses in the state, and that will be a key factor in the post-season." Washington is proud of the team's progress and has high hopes for post-season.

Girls Basketball

This year the girls basketball team was ready to get down to business. With a wonderfully experienced team, they came into the season with a clear idea of what they need to master -- rebound, defend, and run. They perfected all three of these tasks, breaking drill records all season long. Their accomplishments in practices set them up for even greater ones in games, including an overtime win against Hartford and a comeback win against Pelham over February break. There were also great non-athletic moments of the season, including bus ride a cappella competitions.

The team had its taste of disappointment, however, when they lost a close first-round postseason game 47-43 against Merrimack Valley. Captain Fifi Walker says, "Our season ended abruptly to say the least, but I think the frustration the team felt after our last game will fuel their determination to win it all next year. There is no doubt in my mind that they can do it."



John Flory drives the ball through Lebanon Defense
Photo by Erica Hinck

Girls Track

Winter track is truly a unique sport. Unlike other programs it involves small teams and apparently a simultaneously low-key but driven and achievement-oriented attitude. Going into the season, they knew their strength lay in their successful relays and hoped to do well in that category both at state and New England championships. Their efforts paid off; they won in both relay categories in states, improved on last year's records, and placed 4th at the New England tournament.

The team was challenged often this year with illness that made it hard for the whole team to be present at all competitions and stay in shape throughout the entire season. Although the influx of freshmen to the team may have initially seemed to be another challenge,

the newcomers rose to the occasion and contributed nicely to the team. Veteran competitor Aidan Bardos was especially helpful in keeping the team in a winning mind-set, and seeing her win the 600 meter race at states for the third year in a

row was a season highlight for Melanie Subbiah. When asked about any other season highlights she admits that "Hurdling in the halls and trying to avoid teachers coming out of staff meetings is always interesting."



Photo courtesy of Melanie Subbiah

Movies in School to Enhance Learning

by Delaney Lytle


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Lincoln (2012)
PG-13 150 min - [Biography](#) | [Drama](#) | [History](#) -
[16 November 2012 \(USA\)](#)


Your rating: ★★★★★★ -/10
 Ratings: **7.7/10** from 69,266 users Metascore: 86/100
 Reviews: 492 user | 391 critic | 44 from Metacritic.com

As the Civil War continues to rage, America's president struggles with continuing carnage on the battlefield and as he fights with many inside his own cabinet on the decision to emancipate the slaves.

Director: [Steven Spielberg](#)
Writers: [Tony Kushner](#) (screenplay), [Doris Kearns Goodwin](#) (book)
Stars: [Daniel Day-Lewis](#), [Sally Field](#), [David Strathairn](#) | [See full cast and crew](#)

[+ Watchlist](#) [Watch Trailer](#) [Share...](#)

Teachers have been using movies to supplement their lessons with increased frequency. But does this help with students' studies, or does it give them a free period to take a nap? Sometimes a movie can really help students get a feel for an era or an event. For example, if the students are learning about the civil war, showing a clip or a movie about the civil war can help students experience the issues involved to a much greater extent, such as showing the Titanic to help students understand the class differences and why some lifeboats were allowed to leave half empty. Showing movies can also build interest with the students. During the school year, students can lose interest in the topic they are learning.

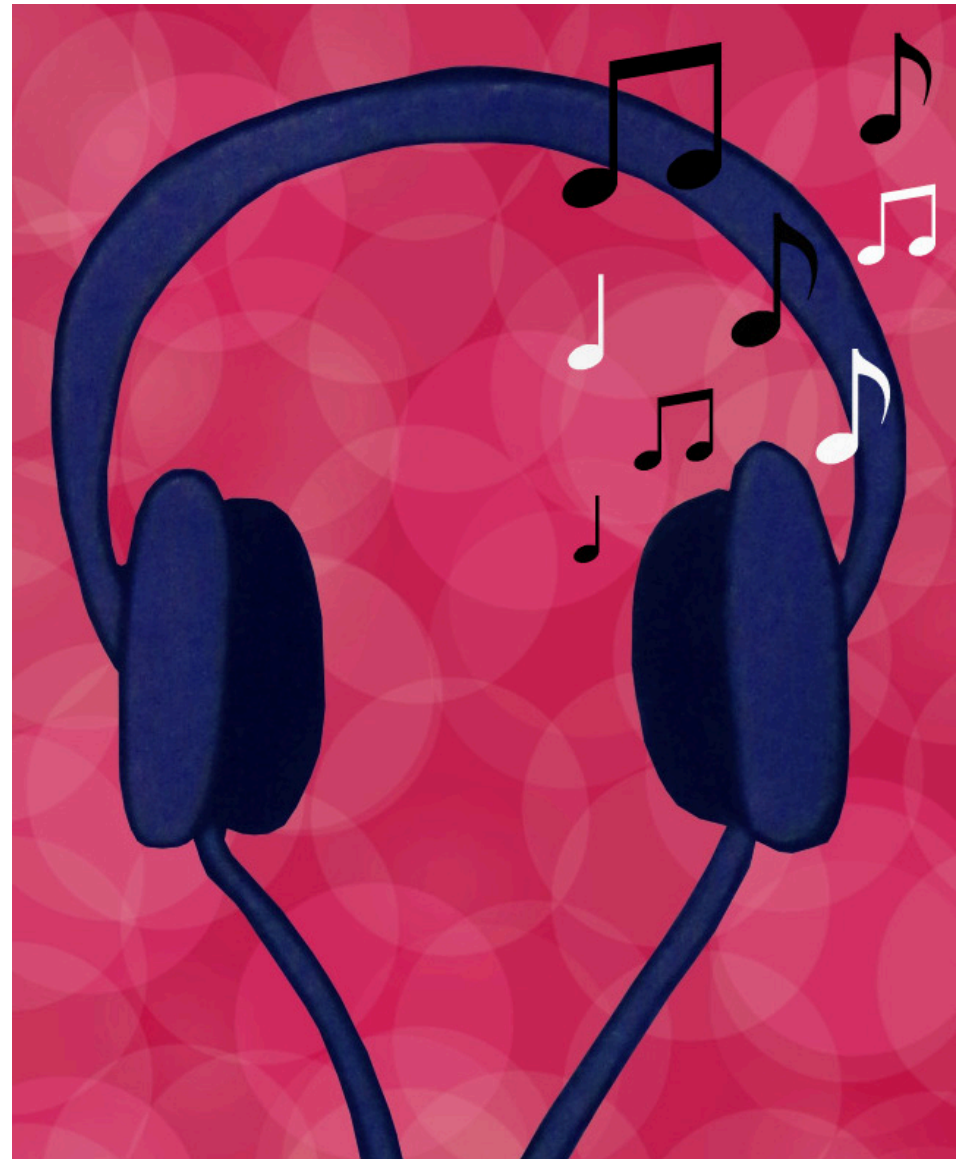
This usually happens before a vacation or in the midst of athletes' championship seasons. Adding a movie can build interest in a topic that is being learned, while providing a small break from normal classroom activities. Also, many students have unique learning styles, and presenting information in different ways can be helpful for certain students to better understand the topic.

There are also cons to teaching with movies, with the main one being that students can lose focus easily. Movies can be highly distracting, so it is important that you completely watch and know everything about the movie you are showing, so that it does not lead to unwanted conversations and situations. For example, you might have watched a movie numerous times at home but only when watching it with a classroom full of students will those curse words that you didn't notice truly stand out or an off-color joke rear its head, causing students to laugh and talk amongst themselves.

Movies can also take a week to watch when you only have 50-minute class periods. Even a short movie can take up 3 days of classroom time. Further, it can be difficult if different classes have to start and stop at different spots of a movie. A solution to this problem could be to stop the movie early, but students can become frustrated when left with a cliffhanger midway through a period. Overall, movies can be helpful to teaching and learning, but only when they are used correctly, in moderation, and work with the subject you are teaching.

Music in School

by Delaney Lytle



It's not uncommon to see high school and college students walking around with headphones in their ears, blaring music. This is enjoyable, but is it a good to do while studying? A multitude of studies have shown that listening to music can improve performance with reading and studying. But not all music is helpful when you're trying to learn a new subject.

Many scientists and psychologists have been studying the effects of listening to music while studying, reading, and performing other tasks. In July of 2010, researchers at the University of Wales studied one's ability to recall information under the presence of different sounds. The researchers asked 25 participants between the ages of 18-30 to memorize and recall a list of letters in order. The participants were tested with varying conditions: music they liked, music they didn't like, a voice repeating the number 3, and a voice reciting random single-digit numbers. The

test found that the participants performed worse listening to music and the speech of random numbers and did the best in the quiet and while listening to the recited 3.

Another study that was conducted by Rauscher, F. H., and Shaw, three students from University of California, exposed the Mozart Effect. Thirty six students were asked to listen to "Mozart's Sonata for Two Pianos" for ten minutes. Rauscher, F.H, and Shaw found that the students showed significantly better spatial reasoning skills than they did after listening to relaxation instructions or being in silence. The mean of the participant's spatial IQ scores was 8 to 9 points higher after they listened to Mozart than in the other two conditions. The effect, however, did not last longer than 10-15 minutes, and the results were thought controversial.

But the Mozart effect could prove useful for studying for your

next test. Listening to music without lyrics has tended to show better results when studying and memorizing lists. Listening to popular, more distracting music, such as rap or dubstep, can be harmful to your studying efforts.

But what if you despise classical music because it reminds you of your grandmother? Then you might want to opt for silence instead of dubstep or the newest hit. A tempo of 60 beats per minute activates the right side of your brain, while studying activates the left side. When both sides are being used, the brain is more effective. In addition to that, the brain subconsciously focuses on patterns. Classical and baroque music follows a structure that repeats once through the

song. On the other hand, listening to dubstep, which has a less regular pattern, can sabotage your studies and make it harder for you to focus on your work. Search the internet for music to study with and you will find many suggestions, such as <http://collegeinfo geek.com/15-great-albums-to-study-with-part-i/>.

If you're trying to learn a new language or memorize an equation, listening to music with lyrics is never a good idea. Studies have proven that when you try to learn a language or memorize a list, having someone singing in the background distracts your brain and causes you to lose focus on the words you're supposed to be studying.

such as addictinggames.com. Non-internet users spend an average of 12.6 more minutes participating in social activities, such as parties, sporting events, and person-to-person conversations every day compared to Internet users. Internet users also spend 34.3 minutes less than non-internet users with family and friends. Those who don't switch off the computer enough, switch off personal relationships with family and friends.

This tiny piece of plastic is distracting teens from life around them.

However, technology can be very beneficial. It helps people stay in touch with friends and family that live far away. In my life, I will move on from all my high school friends, but I will still want to stay in touch with them all. Staying in touch can be done through sites such as Facebook, which make setting up reunions and catching up quickly easy.

Some people have trouble making new Friends. The Internet provides such individuals with many ways to meet new people. However, not every chat room is safe. Online relationships with strangers can be dangerous, because you never know who is on the other side of the chat. Don't be sucked into the Internet and leave others behind. Most importantly, don't let keypads and keyboards be the key to your heart.

Internet Negativity

by Nicholas Quijano

Adolescents are becoming increasingly attached to technology. Relationships are being built online or through phones. Keyboards and keypads are becoming the keys to their hearts. Technology was designed in part to provide new ways to communicate, but it is becoming the only way to communicate with today's youth. It has made one-on-one interaction less frequent and has had a negative effect on adolescents' social abilities.

Just say NO to NEGATIVITY

Technology is a great way to stay entertained, but it is disconnecting people. Today's Internet users have many ways to be occupied online. They can communicate on websites like Facebook, watch TV shows and clips on YouTube, and play entertaining games on sites

Cell phones create a distraction from real life experiences and, because of their ability to be taken everywhere, teens can text at any point throughout the day. Teens can text at the dinner table, in the car, whether driving or not, at the movies, and, worst of all, in church.

Student Art Work from Design class



Woodblock Print by Sam Schwartz

Off to College? Try a Gap Year!

Broadside interview with Emily Muller, HHS 2012



Emily Muller with a Dragons volunteer project in Poconas, Bolivia

Questions from Broadside Staff to Emily Muller, class of 2012:

What were the steps in your thinking, imagining & dreaming that allowed you to postpone going to college like most of your classmates? Why did taking a gap year seem like a better idea than becoming a freshman two months after graduating from Hanover High?

EM: Why a gap year? The answer to this question is different for everyone, but for me I had one specific goal; to significantly improve my Spanish. I have always loved to travel so logically the two went well together to form a productive year. I spent a lot of time researching what I could possibly do with 9 months. Being 18 and only having a high school diploma means very little working internationally, so that was ruled out. Then I came across the program Where There Be Dragons. It had everything I was looking for; intensive Spanish, culture study, trekking through the Andes, and lots of other opportunities that simply aren't possible on your own. I went to Bolivia and Peru for the entire fall and absolutely loved it. I would highly recommend Where There Be Dragons to pretty much anyone.

My 2nd trip was back to Peru for an internship with a development organization. That did not turn out as expected and I had to spend a lot of time working with the organization to work things out. But in the end I still learned a lot and am glad I did it. I am currently in Sevilla, Spain at a Spanish school for a month and then going through Europe for the rest of the spring. The school is called the Giralda Center. Even though I have only been here a few days, this school is very well run and I would recommend it to anyone interested in learning Spanish.

Overall I would recommend a gap year to anyone who feels burnt out from school. This way you have time to regroup and go into college ready to do all the necessary work. Also to anyone who loves to travel. It's the perfect time when you have no responsibilities, no where to be at any set time, and no career to worry about.

Note: The HHS Guidance Office has information (including links) about a wide variety of programs, domestic and international. Some are expensive; some are very affordable. Don't miss the HHS Gap Year Fair on Tuesday, March 12.



Emily Muller and dragon friends in Bolivia on the Cordillera Real at 5000m. Photos courtesy of Emily Muller.

Don't Lose Out



by Christopher Stocken

Tucked away in the heart of Hanover's downtown lies Lou's Restaurant & Bakery. Lou's is a family friendly restaurant where the customers come first. Lou's is open from six till three on weekdays and from seven to three on weekends. Lou's has something for everyone, from breakfast served all day to delicious burgers. My experiences at Lou's have been very positive. The staff is always friendly and gives me advice on what to order. My waitress recommended the homemade hash browns. Every bite was heavenly. The hash had a perfect, slight crusty texture, and it arrived in a timely fashion. Other great choices are the milkshakes and the buttermilk pancakes. The pancakes come in large stacks. One stack is enough to feed a very hungry customer.

Lou's food is delicious; however, there are a few downsides to eating there. Lou's is a small New England restaurant and while the food is amazing, the lines are outrageous, with waits up to half an hour. Luckily, once you are seated the food comes quickly. Try going during the off-hours, late morning or early afternoon, to reduce your wait time. A late morning coffee would give you an excuse to sample their many homemade cakes and pies. You can also buy to take home entire cakes, pies, adorable cupcakes and Lou's famous doughnuts and crullers. You can also order these online at <www.lousrestaurant.net>. Overall, Lou's Restaurant & Bakery has great food and customer service. I highly suggest that everyone samples a bite of one of the many delicious options offered at Lou's.