

BROADSIDE

HANOVER HIGH SCHOOL

Upcoming Events

December 21 - January 1st:
Winter Break (No School)

January 8-12: Semester 1 Exams
January 8: Foreign Language
January 9: Science
January 10: Social Studies
January 11: Math
January 12: English

January 13: GAP Year Fair

School District
Encounters
Bullying Lawsuit

by Hayden Smith ('18)

Bullying at Hanover High School has taken center stage in a lawsuit in which the school district, SAU #70, and HHS Principal Justin Campbell are listed as defendants.

The civil lawsuit, known as V. v. Dresden School District et al, was filed on November 3rd in the U.S. District Court in Concord by the mother (going by the initials N.V.) of a former Hanover High School student (identified as A.V.). She claims that school officials failed to defend her son from aggressive bullying and sexual harassment during his time at the school in the 2016-2017 school year, thus failing to fulfill their obligations under federal law Title IX. According to N.V., the harassment became so bad that A.V. had to transfer to another school following the end of his freshman year at Hanover.

The Valley News was the first to report on the lawsuit. According to an article by Rob Wolfe that was published on December 5th, the plaintiff's son was the victim of acts of bullying both in and out of school. During a summer camp (which had no ties to the school) before his freshman year, the student was reportedly harassed by

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Many concerned students who were not on Council took to the chorus room during Wednesday's Council meeting. (Credit: Hayden Smith)

Council Opts To "Free the Belly Button"

by Caleb Benjamin ('19)

It was evident from the start that this week's Council meeting would be an important one, as for the first time in the past few months a large number of students showed up to advocate for their opinions. This was not altogether that surprising considering the issues that dominated the discussion at this week's Council meeting: the Dress Code Motion, and, specifically, a discussion on whether or not belly buttons should be allowed under the new Dress Code.

Council members were the first to chime in as the discussion was so controversial that

there was a long speakers list from the previous meeting that rolled over into this week's meeting. Sophomore Representative Sabin Mitchell began by saying that she thinks kids should have a place where they will not be judged. Junior Representative Dory Psomas followed this up with a lengthy prepared discourse. She emphasized how the argument that we must keep a professional environment in the school is invalid because there are a significant number of jobs where one might wear a crop top. Rep. Pso-

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mas also discussed how numerous students come to school in sweat pants which are not professional either. She also added that we are inferring that old people's bodies are gross when we say we don't want to see their belly buttons.

Mrs. Stevenson agreed with Representative Psomas that the argument that the school is a professional environment is likely invalid because kids come to school in pajamas and other clothing not commonly associated with a workplace.

Junior student Amelia McNamara gave her opinion as well, stating that everyone has belly buttons and that she feels students should be allowed to wear clothes to school that express themselves.

As the discussion continued, Moderator Aisling Kelly reinforced the motion's purpose, which is to create a new, clearer dress code that will actually be enforced. Junior Maisy Wilcox then stated how she feels it is part of HHS's philosophy to help kids become self-advocating and if the school limits students' options it takes away this ability for students.

Sophomore Representative Joey Perras said that he wouldn't support striking belly buttons from the Dress Code because he understands that allowing belly buttons could put teachers in uncomfortable positions. Teacher Representative Mrs. Ceplikas followed this up by saying that she will support striking the belly button from the Dress Code but that she hopes students will take personal responsibility and govern themselves. Assistant Moderator Jasper Meyer says that he would be in favor of a stricter Dress Code because he thinks it is somewhat of an equalizer between people.

Senior Kate Zegans contributed saying that she thinks seeing other people express themselves contributes to a supportive community and that she thinks that is what we should have at HHS. Co-Treasurer Max Taxman finished the conversation by saying that he was in favor of allowing students to show their belly buttons but that students must realize that this privilege comes with a big level of personal responsibility.

The meeting culminated in Council voting on the motion. The suspension slowly built as the roll call vote ensued, but in the end the motion failed with a slim margin, as there were 14 votes to keep belly buttons in the Dress Code and one abstention, while the rest voted to strike belly buttons from the code. So, in the end, belly buttons will not be in the new Dress Code if it goes on to pass through Council.

Council will be talking about the new Dress Code Motion in general at its next meeting.

Compare and Contrast: Reflections On Student Life's Visit To CVU High School

by Marion Umpleby ('18) - Chair of Council's Student Life Committee

When Student Life committee visited Champlain Valley Union High School last week, we were struck by the school's sense of community and uniquely formatted schedule. Many CVU seniors are applying to universities of a similar caliber to those of HHS students; however, our infamously stressed atmosphere was far from present. The halls were laden with students waving cheerfully at each other or congregating around sprinklings of benches and tables. One hallway even featured a snack cart. It's common practice to have pep rallies in which the football team dances wildly to blaring music and the enthusiastic cheers of the entire school. On a regular day, the cafeteria is packed with an array of snacks, a salad bar, caffeine from the Vermont Coffee Company, and at least two dozen tables for students to occupy. On this particular day, all the proceeds from cafeteria sales would be donated to a charity as part of CVU's annual Cafe for a Cause fundraiser. A karaoke machine was rolled out into the cafeteria to celebrate the school's mission. Soon enough, the students present were practically transformed into dancing extras on High

School Musical. Overall, we were amazed by CVU's light, communal atmosphere so saturated with school pride.

A couple installations were especially striking to our committee in regards to curriculum and schedule. First of all, there was CVU's Nexus Program. Nexus is essentially an independent study where students dedicate class periods to working on projects of interest with the help of teachers and peers. One girl is making a documentary on the dangers of sexual assault on college campuses, specifically for LGBTQ+ students. As a gay woman, the project allows her not only to explore an area of interest, but one that has taught her more about her own identity in the process. All of CVU's class periods are 120 minutes long plus 15 minutes of Advisory daily- their version of Common Ground. The longer classes instill a sense of calm as students and teachers alike know there is enough time to dive deeply into class content and even get a head start on the day's homework. Hanover could take a leaf out of CVU's book when it comes to developing programs that encourage independent, creative thought and cultivate an atmosphere of joy and curiosity.

Field Trip!

The Seminar In Modern European Civilization class paid a visit to the Isabella Stewart Gardner Museum in Boston and saw art from several different eras of European history. Here, from left to right, Ella Lubell, Brendan Dufty, and editor Daniel Zegans contemplate history with Philip IV of Spain.



Chemistry Teacher Under Fire for Submitting Remarkably Similar Recommendation Letters for 22 Students

by Hayden Smith ('18)

Twenty-two Hanover High seniors who were applying to college and received a letter of recommendation from the same teacher recently experienced a scare after it emerged that their letters were too similar to each other to be considered valid by college admissions officers and had to be discounted.

Hanover High School administration made the discovery after admissions officials from one of the colleges that some of the 22 aforementioned students had applied to informed administration that the letters of recommendation of those students that had been written by the same teacher bore a strong resemblance. In an e-mail to affected students and their parents, of which the Broadside obtained a copy, HHS Principal Justin Campbell stated that he was told the teacher's "letters for students are too similar to be considered as applicable to individual applicants."

One of the students affected by the incident, who asked to be left anonymous, identified the institution that broke the news as Brown University in Providence, R.I. Erik DeAngelis, the university's undergraduate admissions officer for New Hampshire and Vermont, did not respond to two e-mailed interview requests.

Campbell and Hanover High's guidance department were quick to organize a response for students whose college applications were now missing a valid letter of recommendation. Most colleges require applicants to submit letters of recommendation from teachers or school staff as part of their application, so the affected students had to find new letters to replace the discounted ones. "Thankfully the institution is willing to accept a new letter from a different teacher on the student's behalf," Campbell wrote in his statement to involved students and parents. "Our counselors anticipate that other schools will also be willing to replace letters if we move proactively to do so."

In a December 5th interview with the Broadside, Campbell stated that he had contacted the entire school staff "to let them know that they may be receiving sudden requests for letters" and asked them to be flexible since "students may need them with a relatively short turnaround." He added that "guidance counselors are working with individual students to sort things out" and that he had talked to some of the affected families.

The teacher who authored the letters in question, though left unnamed by the principal in the Broadside interview, is identified in Campbell's message to affected students and their parents as

science teacher Kevin Lavigne, who declined an interview. According to that same message, Campbell confirmed [the problem with the similar letters] to be "an isolated incident" before stating, "I am unable to comment directly on supervisory issues but assure you that I, as principal, work with all staff to address deficiencies in practice." In the Broadside interview, Campbell also said that he had spoken with the teacher responsible for the letters to try and sort things out.

The extent of the similarity between the letters is still not fully known, although another involved student who asked to be left anonymous stated that Lavigne primarily wrote about students on the basis of the same set of criteria: performance on labs and assessments that they had taken while in his class and his observations on their ability to work in groups. According to the student, Lavigne also tended to avoid using embellished language when describing the students he was writing for. The aforementioned student claimed to have learned this after sitting down with Lavigne to discuss the letters after news of the similarities broke.

Some of the students whose college applications were affected by the incident voiced disappointment. "I truly believed he was going to write a recommendation that was unique and personalized to me, and it was also hurtful that he did not take the time to honestly and sincerely apologize to each of us," wrote one anonymous student who had received a letter from Lavigne. They went on to say, "I'm not sure he understands the full extent of these consequences, and how it will impact these students.... I hope this incident doesn't reflect on the rest of the school."

Another affected student wrote to the Broadside, "Although I'm disappointed that he couldn't find unique 'things' about me to put in his letter, I genuinely believe he would never do anything to intentionally hurt any of his students." They then said, "I think this whole situation got blown out of proportion and people need to realize that this was one tiny part of our applications and one mistake shouldn't erase all of the amazing things that Mr. Lavigne has done to our school."

Both of these students praised the efforts of the guidance department for their help in navigating the aftermath of the incident. "The counseling department was INCREDIBLE, and so was administration," said the previously quoted student. "Even though my guidance counselor wasn't in school on Monday I felt wholly supported by the staff that were in the counseling office."



Mr. Campbell Vetoes Cell Phone Motion

by Caleb Benjamin ('19)

In the past week Principal Campbell vetoed the Cell Phone Motion that Council had previously passed. This goes against what Assistant Moderator Jasper Meyer reported to Council on November 15th, when he reported that Principal Campbell was expected to sign the Cell Phone Motion. According to the Council Bylaws, the veto can be overruled by Council with a $\frac{2}{3}$ majority vote.

The motion would make it so that teachers could not confiscate phones that are silenced and stowed away in a student's bag, and so that cell phones may be used in class with the teacher's permission.

In an email Principal Campbell expressed that the main reason for him vetoing the motion was that the language of the motion was too limiting for teachers. Mr. Campbell wrote in an email, "The language precluding teachers from ever preemptively removing phones is too limiting. There are some limited times when teachers need the ability to take phones." In addition, the Principal pointed specifically at exams and tests as times where teachers should have the power to take devices and put them in "secure location." Mr. Campbell also wrote that he believes that teachers should have the ability to take different courses of action against students who have repeatedly taken out their phones in class. However, despite his veto Principal Campbell says he is still committed to updating Section 8 of the Handbook and that he looks to working with Council to find wording that "works for our community."

three individuals who still attend Hanover High. As stated in the Valley News article, the trio “used slurs against the boy” and “allegedly wiped bodily fluids on him, hit him and engaged in sexual assault, according to the court filing.”

According to that filing, the school year brought more harassment, with at least 11 Hanover High students (who were identified by letters of the alphabet) referenced as having taken part in the bullying. The parents of A.V. claim to have asked school officials for help multiple times and to have received “slow and inadequate responses” in addition to criticism of what their son was doing.

One specific instance of bullying that was described in the article was a physical locker room fight at Hanover High School between A.V. and another boy. The article states that this fight left A.V. “bleeding and concussed.” The author of this report viewed a video while investigating the matter showing this encounter. In it, the two students can be seen wrestling and attempting the force each other into a headlock. They then pause before trying to slam each other into a metal locker. The student who fought with A.V., who remains at HHS, declined to comment on the matter after initially accepting an interview request.

HHS Principal Justin Campbell declined to discuss the lawsuit or the disciplinary records of the student involved, citing laws that required him to protect their privacy. Student Assistance Counselor Chris Seibel, when asked about the lawsuit, directed the Broadside to speak with Dresden School District Superintendent Jay Badams.

Badams confirmed in a December 8th e-mail to the Broadside that the Valley News article on the lawsuit accurately described the allegations being brought against the district. He also wrote, “I’m unable to respond to those allegations, but our attorney, Dona Feeney, is preparing a response which is due in late January. As for the duration of the case, we have no way of knowing since there are numerous procedural directions in which the matter could go.”

Badams, who only became Dresden School District superintendent this year, closed the e-mail by writing, “Even though I was not superintendent at the time these events are alleged to have taken place, it is my responsibility to help to resolve the matter by ensuring that we respond appropriately and follow our legal advice.”

In an e-mail to the Valley News, Badams also stated, “Our board, administration and staff remain dedicated to providing a healthy and nurturing learning environment.”

Karen Hewes, the lawyer representing the plaintiff in the lawsuit, declined to speak with the Broadside on the case.

Marauders' Scoreboard: Winter Sports So Far



The turf may sit empty now that winter has come, but the Marauders have started off the winter sports season with a bang. Varsity results are shown below. Records are indicated as Wins-Losses-Ties.

Girls Varsity Basketball (1-0) WIN at Bow Score: 37-33 Friday, 12/15	Boys Ice Hockey (2-0) WIN at Londonderry Score: 4-1 Wednesday, 12/13	Indoor Track: Meet in Hanover Saturday, 12/16 Boys place 4th out of 15 Girls place 5th out of 12
Upcoming Games: 12/20 at Lebanon, 7:00pm 12/22 at John Stark, 6:30pm	WIN vs Salem Score: 6-2 Saturday, 12/16	Upcoming Meets: 12/23 in Hanover, 12:00pm 12/28 in Hanover, 12:00pm
Boys Varsity Basketball (1-0) WIN vs Bow Score: 61-44 Friday, 12/15	Upcoming Games: 12/21 at Nashua South, 6:30pm 12/23 vs Bedford, 4:30m	More to come soon!
Upcoming games: 12/20 at Lebanon, 5:30pm	Girls Ice Hockey opened at home on 12/19 against Concord.	

Interest in covering sports? The Broadside is looking for a sports editor. If interested, please contact us at broadside.dresden.us or come to one of our meetings in the Guidance office during activity period on Monday. Sports photographers are also being sought.

Have you got a point to make? Whether it be about your thoughts on President Trump or your review of the newest metal band, we'd be happy to publish it. Send your opinions to broadside@dresden.us.

OPINION

Why Hanover High Should Switch To a Block Schedule

By Stephen Wang ('20)

Why is there no lunch period? Why is there so much homework? These are some recurring concerns brought up every year in our high school community. And often, the concerns boil down to how our schedule is set up. We are in the same boat with many other schools, but some have taken action. Those schools have switched to a new schedule layout: block scheduling. If our school follows suit on a block schedule, we may for once solve the problems discussed for decades.

Here is how our school schedule could change on a block schedule:

Mon, Tue, Thurs, Fri

Period 1: 8:00 AM - 9:30 AM

Period 2: 9:35 AM - 11:05 AM

Activity Period: 11:05 AM - 11:50 AM

Period 3: 11:55 PM - 1:25 PM

Period 4: 1:30 PM - 3:00 PM

Wed

Period 1: 8:00 AM - 9:10 AM

Period 2: 9:15 AM - 10:25 AM

Activity Period/Council: 10:30 AM - 11:30 AM

Period 3: 11:35 AM - 12:45 PM

Period 4: 12:50 PM - 2:00 PM

There would be an "A" day

schedule and a "B" day schedule. The week would be alternating between these days (ABABA, BABAB). So in total, a student could take 8 classes.

The most apparent benefit of a block schedule is the class length. Teachers are able to run through their lesson plans more thoroughly. Although the block schedule does not actually increase total instruction time, the time wasted on settling in and anticipating the next class gets eliminated thereby improving efficiency of class time. There is also more time to conduct larger seminars and projects otherwise unachievable in a 50-minute period. Some would say that the biggest flaw of the block schedule is how a period takes a toll on the student's attention span. However, some people may feel that they need time to actually settle into a class, rather than moving around and feeling busy. And in turn, extra time spent in the class today would mean a break the next day, so the timing evens out itself.

The schedule decreases homework load and student stress. Currently, most students would have to worry about studying and doing homework for 6 or 7 classes. With a block schedule, it lightens the load to 4 classes. Students would feel a lot less overwhelmed and can truly absorb classwork. They would become more eager, interested learners and

devote focused time on their classes. Some bring up the problem that a longer class makes the teacher obligated to give more extensive homework. So although there are only four classes a day, the heavier assignments end up equating to the same amount. Although this may be true for some teachers wanting to keep up the pace, there are many teachers in our school who would advocate for lessened homework load. Those teachers would not deliberately create a stressful atmosphere in their classroom given our united goal to reduce stress.

A block schedule enables us to have a longer activity period, and this would feel like a real lunch period for students. It enables students to get involved in clubs/activities while not having that commitment take up this downtime in the day.

Finally, a block schedule is fitting for students wanting to pursue certain course. For instance, the schedule may allow a student to excel quickly in a foreign language. They may double up on the course and take two levels of a foreign language course in the same semester. Students may also take advantage of their extra slots with more electives to find their own interests.

In general, a block schedule in our school has numerous benefits that will reshape our school culture.

The Case For Keeping the Current Schedule Structure

by Sophie Usherwood ('21)

The current schedule makes sense because having Activity Period between periods 3 and 4 gives us a good chance to eat lunch. Many people wonder why lunch would be so early, and the reason it's earlier is because many students at Hanover High play sports after school. From experience I've learned that eating lunch early makes me able to eat a small snack later in the day right before sports. Also, having a break about halfway through the day gives us a break that we need to get through the rest of our classes.

Having an Activity Period instead of a lunch period opens up time for other opportunities, such as clubs and Student Council. Clubs and council have become core parts of what makes HHS unique and desirable, and to take them away and put a lunch period there instead would destroy these groups. So overall, the current schedule opens up many opportunities for us, and distinguish Hanover High School as a unique entity.



Daniel Pinigin ('18) walks out of the cafeteria. The idea of a lunch period at Hanover High has caused many to reconsider the school's current schedule layout. Photograph by Hayden Smith.

Holiday Special

Favorite Holiday Traditions

Responses submitted by students and teachers of HHS

Compiled by Sophie Caulfield ('21)

Decorating and Activities

“Cutting the tree, dragging it home, and transforming the living room....”

“Decorating our Christmas tree with my family”

“going to New York for New Years.”

“I love lighting the candles on the tree (don't worry, they are strategically placed so the tree will not catch on fire).”

“The adults draw names on Christmas afternoon for stockings for NEXT Christmas. Having a whole year to fill them is so much fun --- especially picking up special items when traveling. Santa fills the kids stockings, of course, but I think the adults have more fun opening their stockings than the kids do!!”

“I like how local children create snow people and leave them as sacrifices to the sun that it may return to us to melt their snowy flesh and thus bring spring. Also, sleigh rides.”

“Watching people open their gifts.”

Songs, Movies, Services and Books

“Watching History of the world part 1 by Mel Brooks”

“Watching "White Christmas" with my family”

“Singing carols”

“Having a fire and watching Christmas movies”

“Hearing about the War on Christmas”

“Cooking with my family and the services at my church, especially Lessons and Carols.”

“Watching Christmas movies”

“Caroling the neighborhood on Christmas Eve”

“Hikes in the snow and good music.”

“Christmas Eve Service at Hartland UU”

“Christmas Eve service, followed by everyone having Mcnamara's eggnog at home and opening the annual Christmas Eve gift of new pajamas.”

“Watching movies with my family and drinking hot cocoa”

“My favorite tradition is a rather simple one. My grandparents from Virginia (my mom's parents) have been coming to every Christmas for as long as I can remember. Every night before Christmas, my grandpa reads “ ‘t was the night before Christmas” in front of a fire before we all head up to bed. It is nothing special but it is always very soothing and special to hear from grandpa read it. My family does not have a lot of traditions so I really value this one. It is also memorable because now whenever he reads it, it brings back memories of how excited I used to be for Christmas when I was young.”

“As a child it was reading The Night Before Christmas. As an adult I spend the season consuming only books that are Christmas/Holiday themed.”

“Family and friends dinner (for 22 and growing) party Christmas eve for a big dinner with all ages present then 9PM candlelight service at church with signing of Christmas hymns”

Food and Baking

“Baking Christmas Cookies with friends and family and decorating the house”

“Eating latkes and decorating the tree”

“Delivering food to those in need.”

“Mom making cookies for everyone and their families”

“Making a gingerbread house from my family's 100-year-old German recipe.”

“Eating Chinese on Christmas, it's an old Jewish tradition.”

“Making yummy food and sitting around watching movies with friends and family”

“Food. Homemade cinnamon rolls and spiral cut maple ham.”

“Decorating gingerbread houses with family.”

“Eating tenderloin with my family on Christmas Day.”

“Making Christmas cookies!!”



Some Facts On Black Friday

by Justin Zhou ('20)

First, why is it “Black Friday?”

Typically, the adjective “black” in front of a day of the week always had a negative connotation. Black Monday was the day before the 1929 Stock Market crash and, also, the day of the crash in 1987. Black Tuesday was the actual day of the crash. Black Wednesday referred to widespread air traffic in 1954. Black Wednesday was, also, related to the day in 1992 when the British government was forced to remove the pound from the European Exchange Rate Mechanism. Black Thursday was used to connect to the start of the Great Depression in 1929.

Black Friday was a name that the Philadelphia Police Department gave to the Friday after Thanksgiving. This was due to the fact that usually there were monstrous traffic jams and overcrowded sidewalks. It was an overwhelming day for the Police Department. Retailers did not, at first, like this name. However, retailers now use the name to indicate profit. Red means loss, so black meant profit.

Is online shopping taking over Black Friday?

Shoppers spent a total of \$3.54 billion online as of 8 pm EST on Black Friday. This is a 15.5% increase from last year, according to Adobe Analytics. Despite the smaller crowds and lines in the malls, Black Friday is still continuing strong, with an expected \$107.4 billion to come from online sales during the Holiday season. This increase in sales may be because of an increase in discounts this year. The average apparel promotion was 47% off an item's original price. The handbag promotion was on average 40%-50% off, which is an increase from last year's average 30-40% off.

Sources:

<https://www.nytimes.com/2017/11/23/business/black-friday-meaning-definition.html>

<https://www.thebalance.com/why-is-it-called-black-friday-3305712>

Tuck's Rock Dojo Builds Strong Student Musical Community

by Julia Cook ('21)

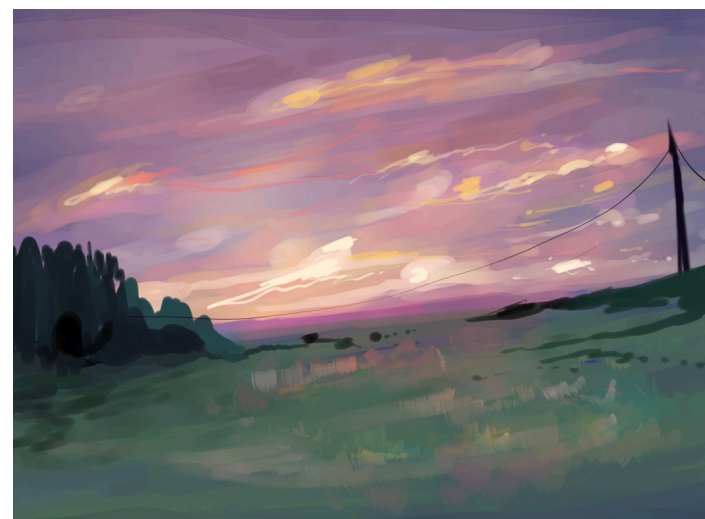
It's a brisk Sunday night in December. Hanover is quiet- the Dartmouth students are on break until after the holidays- but at the Skinny Pancake, the room is buzzing. Hearts are pounding in time with the thumping bass. Silver snowflakes hang from the exposed beams, and multicolored lights, projected onto the ceiling, flicker and bounce. It is obvious that tonight, the Tuck's Rock Dojo concert is the place to be.

Tuck's Rock Dojo is a local program run by Tuck Stocking, a musician who, according to Gunnar Langhus, a Hanover High student and bassist at the Dojo, plays at least five instruments. At tonight's concert, many HHS students take to the stage, including Mitch Aspinwall, Sam Beliveau, Sophia Brackett, Sophie Caulfield (Broadside reporter,) Gunnar Langhus, Audrey Lee, Neve Monroe-Anderson, Nicoya Mowbray-Parker, Lauren Pidgeon, Max Solberg, Hannah Weintraub, Dan Zegans (Broadside editor), and Kylie Zubkoff.

Gunnar Langhus says that "Tuck's is a welcoming little family, and it's a good place for everyone to have a creative outlet and express themselves. There are people from all different places, from Norwich to Massachusetts." The family aspect of Tuck's is evident, as kids from all different grades and towns hug and congratulate one another after sets.

Songs are chosen by band members, and music ranges from classic rock to modern pop, often done with a rock n' roll twist. Many of the bands have great chemistry, developed after months of collaborating and bonding, which makes the music even stronger.

Interested in coming to a Tuck's concert? Like or follow Tuck's Rock Dojo on Facebook, and check out their next gig. You are sure to see someone you know, and if you somehow do not, the music alone is worth it.

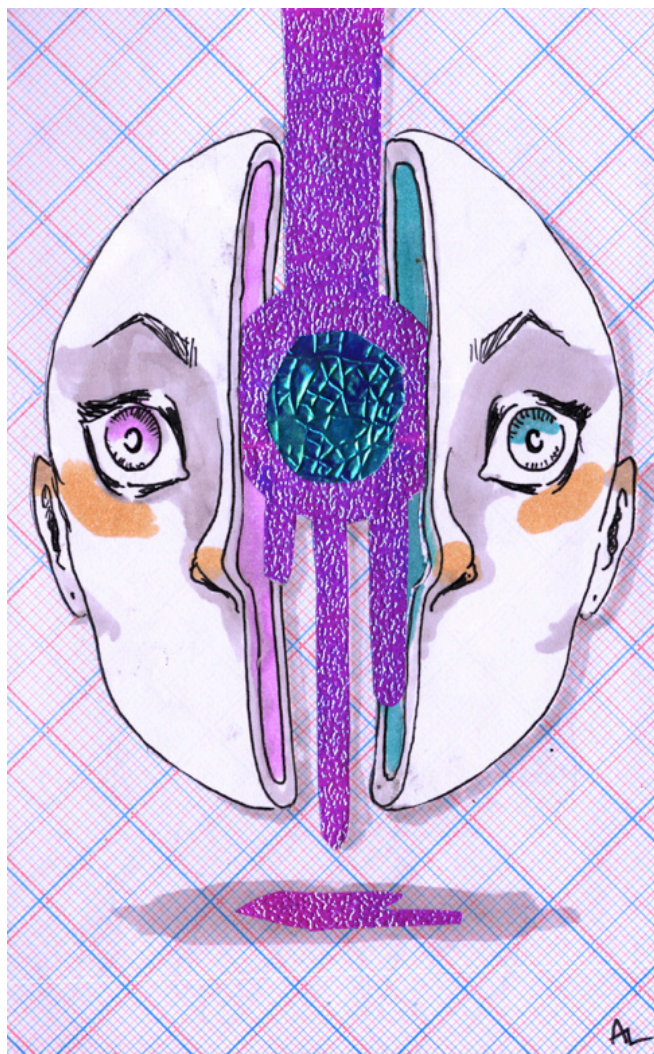


Upper two works by Sarah Dunbar ('18).
Above: "You Are"
Below: "Dusky Voice"

HHS Sends Most Students of All NH High Schools To All-State

by Jasper Zeng ('18)

A few weeks ago, New Hampshire All-State auditions happened where students from the music department can try out for, well, All-State. All-State is a festival where students have the chance to play under the direction of a professional conductor and alongside other students who got in for a couple of days and, in the end, take part in a concert in Concord. The basic outline of the auditions is to play a piece determined by NHMEA for a student's respective instrument or vocal pitch, play a scale, and then cite read a bit of music (basically playing music on the spot without seeing it prior to the event). This year, 33 students from Hanover High School were accepted. Hanover High School also has the highest number of participants in All-State this year, which is impressive since there are schools out there that are much bigger than us. Results for those who got in are in front of the music department office.



Lower two works by Audrey Lee ('19).
Left: "Where's My Mind?"
Right: "Steamed"

"The Last Jedi" Has Great Moments and Themes But Suffers From Awkward Pacing



Luke Skywalker returns in the latest Star Wars film. (Image: metro.co.uk)

By Jasper Zeng ('18)

Coming out of the new Star Wars movie, the first thing I thought was, "Well, that was a lot to process." "Star Wars Episode VIII: The Last Jedi" was released in theaters on Friday. It stars Daisy Ridley, Adam Driver, Mark Hamill, Carrie Fisher, John Boyega, and Oscar Isaac, and is directed by Rian Johnson.

Despite being the eighth film in the franchise, "The Last Jedi" decides to mix things up a bit and subverts the expectations of those watching. This movie also feels very different from the other Star Wars movies as the film has a unique take on the Star Wars mythos. This movie also tackles a couple of themes, some work out others not so much. The movie also expands more on the history of the Star Wars mythos, specifically on the subject of the Force.

As usual for these new Star Wars films, the cinematography is amazing. Fight choreography is also great when it uses longer, wide shots rather than frantically jumping frame to frame. Standout moments are also well-paced and keep

the audience stunned at the right times.

Like other contemporary movies, The Last Jedi also has moments of comedy. The comedy doesn't always hit and sometimes feel out of place. Another problem Last Jedi suffers is having too many characters. The new characters introduced in this film have an interesting concept tied to them, but in execution the characters came off as forgettable. There was one character in particular that was introduced in the last film I felt was very underutilized. There was also a storyline in the movie that was fairly unremarkable and honestly felt a bit "prequely". The storyline and the rest of the film does pick up near the end of the film and concludes Last Jedi very well.

Overall, I found this to be a very enjoyable movie with a bit of an awkward pacing. However, the unique things Rian Johnson does with this movie steers the franchise in an interesting direction and makes me interested to see what he wants to do with his proposed new trilogy--Old Republic anyone?

SUBMIT YOUR WORK

Email broadside@dresden.us

or

Join us in the guidance office
conference room on Monday during
activity period

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Maeve Goodrich, Audrey Lee

10th Grade: Stephen Wang, Justin Zhou

9th Grade: Will Cahoon, Sophie Caulfield, Julia Cook,
Maria Mayo-Pushee, Sophie Usherwood

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