



The Mirror

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Welcome back! We hope you had a great break.



Everyone is adjusting to a new way of collaborating and connecting, without losing sight of the world beyond the screen.

Digital drawing and caption by Linlin Yu.

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SCHOOL NEWS

Remote students describe isolation and comfort

by Jackie Walker

In a school year unlike any other, Bromfield students have chosen either fully remote or hybrid schedules during the ongoing COVID-19 pandemic. The overwhelming majority of students chose to learn in-person, leaving only 74 students at the Bromfield School completely remote. Four of the 10 remote students that The Mirror contacted responded to a survey in which they have described the various challenges and triumphs so far.

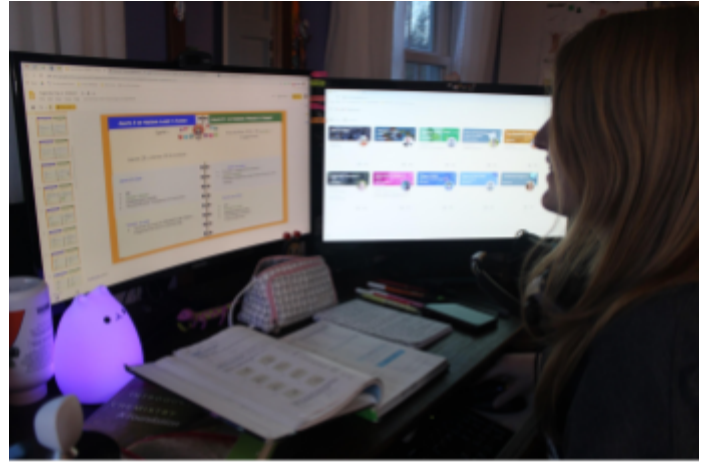
Though many students acknowledged the low chances of getting COVID-19 in September, most were not ready to take that risk. Several who responded to the survey cited family members who may be at high risk and chose the remote option as a safety precaution. Although senior Jelin Zhong started out that way, he said, “now it’s less about wanting to keep my grandma safe.” Instead, he “[enjoys] remote school... [and sees] no reason to go back in.”

In the survey, junior Tiana Jiang said, “Participating in class has been somewhat difficult... I find it hard to interject.” Jason Qian, a sophomore, agreed with her: “It’s difficult to participate in hybrid classes because some teachers only call on students who are in-person.” Though he understands the reason why, he expressed that utilizing the chat function was not a comparable replacement. According to Jiang, teachers are not always checking the chat.

In a zoom interview, Zhong said the most difficult challenge he faces is fluid communication with his teachers. Email, especially, is one source of this frustration because teachers do not always respond. Zhong reflected that if he were a hybrid student, he would ask these questions during class.

To combat issues like these, Jiang suggested “Teacher assistants for every class or [having] the teacher wear earbuds and a microphone that connects directly with their computer.”

Though communication with teachers can be problematic, keeping in touch with friends is another hurdle Linlin Yu, a senior, brought up. “It’s not easy being physically and mentally isolated from the hybrid kids.” To get around that, she FaceTimes her friends and uses social media to communicate as much as possible. On occasion, she will meet up in person, but schedules often get in the way. On top of social media, Qian also uses multiplayer games as a way to



Junior Daniela Munz checks a teacher’s agenda for a remote work assignment. *Photo by Robin Calabresi.*

keep in touch.

Other than communication complications, Yu said, “The most difficult part is keeping a consistent routine and self-motivation. Everything is practically completed in your own time without much outside influence.” She continued to say that being separated from hybrid students only exacerbates this issue: “You want to adapt to improving your own work ethic, but it’s difficult when nobody is really watching over you.”

Even though the remote and hybrid experience may seem vastly different, both types of students have had their fair share of technical issues. Qian said, “Sometimes there are... issues in Zoom, such as microphone, speaker, and connection issues and occasionally I’ve lost power or stable internet [connection] on a school day.” Zhong agreed these issues hamper communication during classes by citing moments when someone’s thought was lost to poor zoom quality.

However, Olivia Ren, a junior, expressed another type of technology-related problem, “Sometimes, after spending the whole day on Zoom plus doing a couple of hours of homework after, my eyes get bloodshot and feel like they’re burning.”

Overall, Qian said, “I think it’s almost ideal and personally don’t have too many problems with it.” Whereas Yu hoped that “Bromfield acknowledges remote students just as much as Hybrid students--maybe without putting remote

REMOTE continued

people on the spot to participate, but to make small gestures and encourage everyone (no matter what cohort or system) to learn to voice themselves.” But she also understood that “it’s really hard to propose something that will work for everyone.”

Though many negative aspects were previously brought up, there are also several enjoyable parts. Across the board, everyone agreed that “If you’re hungry, you can just go and get some food,” as Ren explained. Several also mentioned, “rolling out of bed a minute before your first Zoom” as Yu said, and “being in your own home is always comfortable” as Ren mentioned.

When asked about his preference for remote learning, Zhong explained, “Overall, I think remote is a lot more efficient for me.” He changed his workspace so he does not “always have to move around to grab a textbook,” and continued to say, “Technically I have my whole locker to my right.” But most importantly, “Remote gives you a lot of freedom,” Zhong said. As a result, he knows that all of his work “is out of [his] own motivation” rather than being stuck in a classroom. Another effect of more freedom is more time to do homework, run a business, and participate in his other extracurricular activities.

Jiang mentioned other benefits to working from home. “I don’t have to wear a mask all day! I feel like I would not be able

to wear one for hours on end,” she said. She also doesn’t have the stress of deciding her outfit or worrying about transportation. Another plus that Qian explained is that “[he] can turn on the heat if it’s cold” which contrasts the extremes of different temperatures that existed at Bromfield before COVID-19.

Contrary to some responses previously addressed, a survey sent out by the Harvard School District in September found general approval from 27 remote students. When asked about their satisfaction with the frequency of connecting with teachers, on a scale of one to four with four being the best, 92.5% were split between three and four. When asked about their satisfaction in connections with their peers on the same scale, 51.9% responded with four while 29.6% and 18.5% submitted two and three respectively.

In the midst of all this change and all the stresses of school, it is also easy to forget how hard working the staff and school system have been even before the school year started. As Yu said, “To me, it’s hard to think about teachers teaching in-person every single day of the week when students can switch. Teachers, staff, and faculty are probably the most active “students” this year, so we should often acknowledge and appreciate them as well.”

Voting is more important now than ever

by Imogen Slavin

This presidential election was a contentious race; the vote came down to a tight race in swing states. Notable issues such as healthcare, women’s rights, climate change, and LGBTQ+ rights were on the line, making the importance of voting more apparent than ever.

A common sentiment, especially in November around Election Day, is the notion that voting is a civic duty. But what does that really mean? Voting is a fundamental process of democracy and is one of the most direct ways citizens can voice their opinions on leaders and policies. Sophomore Curtis Dinapoli, former Class President remarked, “Voting is the way you voice yourself in a democracy... political officials need to look at their voters and take into account the opinions of their voters no matter if they voted for or against them.”

Every two years, Bromfield runs a mock election to help introduce the procedural elements of the voting process to students. There is a Mock Election in a Presidential election year, but also for midterm elections, which include elections for members of the House of Representatives, Ballot questions, and sometimes Senatorial or Gubernatorial

election. Bromfield has also held Mock Primary Elections for the Presidential election. During the Mock Election voting process, Students fill out sample ballots using mock voting booths (this year due to COVID-19 a Google Form was substituted).

Dinapoli believes “the mock elections give the students a chance to learn about how to participate in a representative democracy and find which candidates suit their values,” and suggested that by getting a realistic experience of voting, students are more likely to vote in real elections when they are old enough.

Ms. Kathleen Doherty, head of the Social Studies department, US History and Psychology teacher, and organizer of the Bromfield Mock Election said the purpose of the mock election is to create an opportunity to engage students in the voting process. This is an important part of being an active citizen, and also a large part of the Social Studies curriculum. “It provides an opportunity—a fun, authentic opportunity, we hope—for students to think and talk about who to vote for and how to vote on ballot questions.” It

also fosters conversations about the election at home or during class discussions.

Doherty is passionate when it comes to the importance of voting saying, “I am really aware that people in the past have

VOTING continued

been denied the right to vote, and people have fought long and hard, literally and figuratively, with their lives to earn the right to vote. So I think it is incumbent upon us to take advantage of [it], whether we want to call it a right or a privilege or a duty or all three.”

Ms. Kate Keane, US History and AP Government teacher, commented on the importance of voting saying, “I believe profoundly in the importance of individuals... If we fail to exercise our right to vote, we are abdicating our power over our country and over our own lives. Too many people have sacrificed, suffered, fought, and died to gain that power for us to casually throw it away.” However, Keane does not think voting should be mandatory, explaining, “voting should be something people are excited about and should be an empowering experience. Often, when people don't vote, it reflects a lack of political efficacy.” Keane worried that by making voting mandatory, it would be viewed as a chore, and would only further disempower the disengaged citizens.

Based on this information from three civic-minded people, there is no clear-cut way to ensure people vote other than to engage citizens in their government. The New York Times reported this presidential election had a record-breaking voter turnout, with over 140 million people voting. That may have been because citizens were particularly passionate this year or because many people voted in convenient ways they hadn't previously considered.

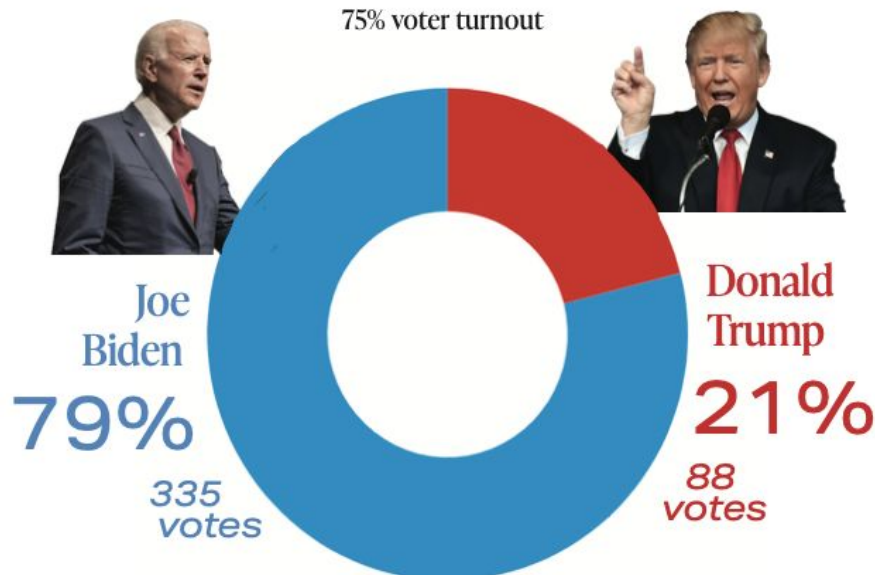
Dinapoli said, “I believe increased voter turnout was due to the use of mail-in voting and I believe it is our democratic duty to make sure that this mode of voting helps increase voter turnout in the future.”

Doherty has a button she wears on election day that reads “if you don't vote, you can't complain.” It seems other Harvard citizens have a similar attitude because according to William Galvin, the Secretary of the Commonwealth of Massachusetts, the town of Harvard had the highest voter turnout in Massachusetts with over 90.98 percent people voting.

BROMFIELD

Mock Election Results

75% voter turnout



Senator.....Ed Markey (76%)
Representative.....Danillo Sena (73.7%)
Question 1 (Right to Repair).....YES (73%)
Question 2 (Ranked Choice Voting).....YES (70.4%)

Despite a myriad of new rules, athletes tackled their fall seasons

by Sahara Suliman

In August, the Massachusetts Interscholastic Athletic Association (MIAA) issued a list of new guidelines for the upcoming fall school athletic season. Ranging from social distancing during practice to fewer players on the field, these new regulations left athletes unsure of what to expect for their long-anticipated return to sports.

One of the biggest changes to all sports this year was the requirement of masks. Players and coaches were required to wear a mask during practices and games. Varsity soccer player, sophomore Liam Morrison explained the difficulties of mask wearing: "it [makes it] harder to maintain stamina," and tires players out easily. Varsity field hockey player and junior, Patti Bonney added that it was "hard to breathe, run back and forth, and find the energy to move." Sports that involved balls were also not allowed to handle them without sanitization. Additionally, Bromfield athletic teams were restricted to playing a certain set of teams from neighboring towns, including Maynard, Marlborough, and Nashoba.

Cross country, being a sport of mostly running, faced its own unique challenges. Varsity runner, sophomore Molly Squire, shared that one of the biggest differences this year was the addition of "pods." Runners practiced in small pods of 3-7 of the same people, and remained socially distanced while practicing and competing. Squire added that the biggest difficulty was running against new teams, as they "[didn't] know what to expect" with competitors.

Back at the Bromfield fields, field hockey had to tackle several changes, the biggest being that the games were reduced from the normal 11 players to only seven on the field. Junior varsity coach, Ms. Mikki Fitzgibbons described a "limited amount of space to make sure everyone gets [subbed] in [into games]," which made game-time arrangements complex.

Another effect of fewer players was that players found themselves in positions that they were not used to. Varsity player, junior Patti Bonney added that "everyone plays a spot you don't normally play," like midfielders having

to take on defensive positions. Bonney explained, “Because it’s seven versus seven, the game moves faster” which was harder with wearing a mask. Although she said that this season has been “more difficult for sure,” she accepted that there was “nothing [she] can complain about.”

In terms of soccer, the MIAA stressed the importance of keeping the ball on the ground, and encouraged players to use only their feet as much as possible. This meant that plays like throw-ins and headers were cut out of the game completely, which caused frustration amongst players who often used these methods.

One of the biggest discouragements of the season attitude towards sports. Bonney included that it was “so included the cancellation of the MIAA Boys Soccer State amazing to be back, playing our hardest, just having fun.” Championship. Morrison described the championship as Morrison happily said that “the fact that they’re having the “something that they [typically] work towards,” but without it, season feels like a miracle,” and that “everyone on the team is the team felt “less motivation.” enjoying it.” Faced with the challenges this year, players were

Teams also faced difficulties with spirit and unity, assure not to take advantage of their miraculous fall season. the strict guidelines limited interactions between teammates. Although every sport faced new challenges during these Morrison reported that the soccer team faced “a lot less team unprecedented times, players and coaches made an effort to spirit and bonding.” Fun team events like pasta parties were not enjoy their seasons, as they could have ended at any moment allowed. However, he remained hopeful since the team **FALL SPORTS continued** members are “all friends anyway.” Varsity runner Molly Squire due to COVID-19 complications. For many players, sports related and shared that the guidance and encouragement from play an integral role in their lives, and without them, “the fall coaches eased their worries and made up for it. season just wouldn’t [have been] the same,” said Squire.



Senior Maible Daly goes after the ball as teammates, seniors Annie Segaloff and Emily Riddle, look on.

Service Saturdays offer Bromfield students a new way to volunteer

by Jordan Hoover

On Oct. 24th, a group of highschoolers, ranging from 10th to 12th grade, arrived at the field hockey tent at 9:45 a.m. for the first of many Service Saturdays. Wearing work clothes, gloves, and masks, these 17 students were ready to be put to work doing community service.

A variety of volunteering opportunities were provided by different organizations including jobs with the Virginia Thurston Healing Garden, Council of Aging and

Habitat with Humanity. At the Healing Garden, students did yard work, organized garden supplies and cleaned the building. With the Council on Aging, students did yard work at five different homes. Others worked at ReStore, a warehouse associated with Habitat with Humanity.

To help highschoolers complete their service projects and do volunteer work amidst the pandemic, Ms. Patricia Nilan, a science teacher, Bromfield Cares advisor, and

supervisor for senior service projects, implemented Service Saturdays at the Bromfield School. These Saturdays are a set of preplanned volunteer work that is prepared for the students' convenience. This service opportunity is open to all high schoolers, not just for seniors.

Nilan shared how she came up with the concept: "I have been thinking about the idea for a while as a way to get the whole school more involved with helping out in the community. Once COVID-19 hit, I figured that it would be a great way for the seniors, whose projects may have been canceled, to complete their community service hours."

Bromfield senior William Walling-Sotolongo was one of the 17 students that showed up on Saturday to work with the Council on Aging and the Healing Garden. Walling-Sotolongo shared why he participated: "I signed up because the group [that] I normally volunteer with has service opportunities only once every blue moon. So I took the chance to volunteer for the Service Saturday as I hadn't volunteered in a while and felt like volunteering at that point in time."

According to Nilan, the day was a success: "I believe that helping one person is considered a success. I think that

the students did some amazing work, helped three important organizations, and had fun with their peers." Further, Nilan plans to have a Service Saturday once a month, saying she "plan[s] to make it part of Bromfield's culture of helping others." However, with winter coming, she is worried that there will be less places to volunteer inside. She further explains how she would love to see the Service Saturdays grow and evolve so that both students and staff are involved.

Since the first Service Saturday, a second one took place on Nov. 24th. For future Service Saturdays, the same organizations will participate, but "new projects may come along that we will be able to incorporate," Nilan added.

Describing Service Saturdays as "busy, nice and easy," Walling-Sotolongo encouraged others to sign-up for this unique and convenient service opportunity. "People should do Service Saturdays as it is 'free' hours since it requires almost no planning on your end; You just got to show up."

FEATURES

Bromfield welcomes new learning assistants

by Naomi Linde

Mr. Patrick Doherty and Ms. Alison Thornton are two of the new learning assistants that joined the Bromfield staff at the start of the 2020-21 school year.

Doherty is new to the Harvard Public Schools system as a whole. Before Bromfield, he worked at Chelmsford also doing technology work with cameras.

Doherty took on this job because he enjoys camera work. He credits his camera skills to his highschool photography teacher Mr. Peterson, as Doherty said, “he helped me learn some new hobbies, helped me to learn new technology.”



Mr. Doherty
Photo courtesy of Mr. Doherty.

Doherty’s main role is to help remote students connect to in-person classes. This entails setting up the webcam, making sure the Zoom screen is positioned in the way the teacher feels most comfortable, helping remote students log on to the class, checking to see if students have questions, and monitoring the teacher’s microphone. His job is Covid-specific because he helps the remote students, whereas Thornton’s job is not.

“I really like the layout of [Bromfield], but also the teachers and the students are really nice,” Doherty said. He said there is a really good sense of community at Bromfield.

Doherty said Bromfield is on the right path, and he enjoys being at Bromfield. “I’d say as a new teacher’s assistant, someone who’s new to Bromfield, I’ve been really impressed with everyone. [Such as] how they are handling the situation, but also, it [has] been a very welcoming environment,” he said.

Like Doherty, Thornton is new to the Bromfield staff. However, she has already been an involved member of the Harvard Public School system; she previously worked as an Occupational Therapist part-time at Hildreth Elementary School. Her new job uses many of the skills she refined at Hildreth.

Thornton works more specifically with students than with teachers. Thornton said she enjoys all aspects of the job, but she specifically enjoys the fact that when the day is done, it is done. “When I was working full time as an OT, my day would be done and then it would continue [at home],” Thornton said. In the spring, when the school went remote, she made videos for her preschool students so that they could work independently. Thornton’s new role leaves her more time to do other activities she enjoys such as leading the Girl Scouts troop in town, being on the town board, and being with her three kids.

Thornton also discussed changes due to COVID-19 in the school that makes her job more challenging. Masks change the social aspect of school, Thornton said. Reading people’s facial expressions and hearing the other person is harder with masks. She said: “They keep saying the virus is the new normal, but I think I am ready to get back to the old normal.”



Ms. Thornton
Photo courtesy of Ms. Thornton

LEARNING ASSISTANTS continued

Doherty and Thornton both see qualities in Bromfield's students that they admire and think has helped the students get through this hard time. Doherty noticed compassion in the students, which allows people to work together and

include the remote students. Thornton said she learned through the coronavirus that people are resilient and supportive. She thinks that people in our community respect what people believe of the virus. "No one's pushing people's buttons," Thornton said.

Vandergrift leaps into role as Physical Education teacher

by Bodhi Chadran

"I feel like it's 'double-whammy' with being a first-year teacher and the pandemic as well," said Ms. Kaci Vandergrift, the Bromfield School's new middle school health and physical education teacher. The 2020-2021 school year is her first time experiencing many things, including living in Massachusetts, having a full-time teaching position, and teaching in a global pandemic.

Vandergrift grew up 20 minutes south of Pittsburgh, Pennsylvania. Despite not having an especially athletic family, she said, "Sports have kind of molded me as a person... it was something like therapy to me." She cites her high school coaches as some of the greatest influences on her life.

She earned her undergraduate degree in physical activity and fitness management at Slippery Rock University in Butler County, Pennsylvania. "I jumped through some different avenues before I decided I wanted to be a teacher. Originally I went to school to be a physical therapist," she said. She entered the university in general studies before finding her passion for teaching. Following that, she earned her master's degree in health and physical education in 2018 at the Indiana University of Pennsylvania.



New gym teacher, Ms. Vandergrift, takes her students outside for a socially distant game of frisbee golf. Photo by Annie Segaloff.

Before coming to Bromfield, Vandergrift taught in the Laurel and North Allegheny school districts in Pennsylvania as a student teacher and a substitute. She prefers working in smaller schools such as Bromfield, saying that at larger schools, "I had so many students that I couldn't even remember their names."

After teaching in Pennsylvania, she moved to Massachusetts with her fiancé, who is originally from Georgia. He took a job as the offensive coordinator for the football team at the College of the Holy Cross in Worcester. "That's kind of what brought us here," she said.

She began teaching physical education for grades six through eight, implementing a health lesson for her remote classes each Wednesday. "My major goal [for this year] is just to keep every class moving and interested in what we're doing," she said. Activities that she has implemented in her physical education classes include team-building activities, fitness exercises, pickleball, soccer, and ultimate frisbee. For wellness lessons on Wednesdays, students study various concepts related to a healthy lifestyle. They are also completing fitness challenges and a physical activity logs for asynchronous days.

Adjusting to the pandemic has made circumstances less convenient for Vandergrift: "I'd like to do a lot more movement things for middle school, but it's hard to pick and choose, and there is a lot of replanning." With all of the other distractions and necessary precautions, she finds herself in an unfamiliar situation. "There's just a lot more added on, and it takes away from the instruction," she said, "You're constantly worried about where they're walking and if they're spread apart as opposed to what you're trying to teach them." In addition to her teaching position, she plans to join the Bromfield coaching staff this spring, helping with middle school track.

In terms of the health curriculum, she is making changes to better equip her students for the current circumstances. She conducts regular mental health check-ins, asking questions such as, "How are your feelings? What are some triggers? What are some things you're going through, good or bad?" She also has plans for a full mental health unit relating to the pandemic. Students will likely compare

PHYS ED TEACHER continued

conditions before and after the quarantine and interview their parents about their feelings on the matter. "I think the biggest thing for them to realize is that it's temporary," she explained, "But it's been going on for a while now, and it's sad for some of them."

"If I was in high school or middle school right now, I don't know what I would do," admitted Vandergrift. At the moment her main focus is, "Making sure kids have an 'out' [by] having a class period where they can just decompress and regroup."

Blodgett joins Bromfield's Special Education department

by Naomi Linde

Ms. Sarah Blodgett joined Bromfield at the start of the 2020-21 school year as a special education teacher, working mainly with 7th and 8th grade students who have Individualized Education Programs. Blodgett also stays in touch with parents and teachers, working with them to figure out the best way to help the student.

Before arriving at Bromfield, Blodgett worked at Clinton Middle School for seven years also as a special education teacher. During her time at Clinton, she assisted students that needed help with grade-level material. At that middle school, she ran her own classroom, planned lessons, and graded work. At Bromfield, she supplements other teachers' lessons and teaches students the material at their own learning pace.

Blodgett had some role models in her life growing up that inspired her to be a teacher. When she was younger, she attended schools with people she could see were struggling. She said there were people who sympathized with the underdog, therefore spending years to help them. She said she was also inspired by the teachers who helped her in her struggle in math. She said: "[An experience that led me to want to become a teacher was] how teachers' attitudes toward my ability affected my perspective on my ability." After school, she also worked with adults who did not finish school or "were not yet literate (I don't really like the term illiterate, because it sort of squashes the possibility)." This further inspired her to become a teacher. She was and is also passionate about helping students "who struggled mightily with reading, yet had other phenomenal strengths that were often overlooked as a result."

In total, she has worked as a teacher for 20 years, but took some time off when she had children.

Since an early age, learning has been an important aspect of Ms. Blodgett's life: "[Learning] is never boring!", she said. Her most inspirational teachers were the kind, patient, and

loving kindergarten teachers, Sister Irene and Sister Jean at Assumption School in Millbury, MA. Even still, she is still learning "new information, different ways of approaching problems, and unique ways of thinking and understanding the world."

Though she is still learning about Bromfield, Blodgett believes that each student's curiosity helps them get through this unprecedented and chaotic year. Curiosity allows students to keep an open mind and learn new perspectives. Furthermore, she says Bromfield's students maintain hope in science (such as the vaccines) and empathy for others. She says they are grateful for what they have, which she appreciates since she believes compassion and curiosity work together.

Blodgett has noticed that the curiosity in Bromfield's students

provokes them to read more news through social media. "One of the things about social media I have noticed with my students and also with my own children.... [is that] you are more informed than I would think you are," she said. She admitted adults are guilty of avoiding the news because they feel it is too intense; however, she believes children are ready to face the news "in our crazy world."

Like many teachers at Bromfield, Blodgett had to make changes to her teaching because of the pandemic. Though she



Mrs. Blodgett poses with a furry friend.

carried some of her previous experiences to Bromfield, she spent time learning how to navigate Google Classroom.

SPECIAL EDUCATION TEACHER continued

Blodgett thinks it will be over-stimulating when the school goes back to normal. “We have a pretty amazing capacity to re-adjust as human beings, but it still is going to

be weird,” she said. She also mentioned she doesn’t believe the hybrid model will go away as soon as people hope.

Blodgett said her goals are to make a connection with the Bromfield community and to get to know her colleagues. Overall, Blodgett is happy to be at Bromfield, and feels that she is adjusting well.

COLUMNS

Feeling anxious? Here's how you can keep your mental health in check.

by Anya Buchovecky

Between the pandemic and all of its uncertainties, social distancing, “quarantine,” and the election, the past six months have undoubtedly taken a toll on many people’s mental health.

According to a Center for Disease Control (CDC) study that was done in June, the percentage of people that reported symptoms of anxiety disorder was “approximately three times those reported in the second quarter of 2019 (25.5% versus 8.1%),” and depressive disorder was “approximately four times that reported in the second quarter of 2019 (24.3% versus 6.5%).”¹

At Bromfield, counseling department leader Ms. Sara Lamere, stated that “in general, the number of students that are feeling anxious has increased.” However, Lamere added that “it is hard to say if the number of students with clinically diagnosed depression or anxiety has increased.”

If you are struggling with your mental health, Lamere stressed the importance of self assessment and self acknowledgement. The first step to feeling less anxious or depressed, and bettering your mental health is “acknowledg[ing] that you are feeling anxious and let[ting] a trusted adult, family member, or counselor know you are feeling this way,” said Lamere.

After acknowledging how you are or have been feeling, health and wellness teacher, Ms. Russell, expressed how crucial it is that “you reach out and seek help!” Russell noted that depending on the severity of the student’s situation, the type of person that will help the student most varies, ranging from a friend to a school counselor or outside counselor. However, to get the best help, a student must first tell someone how they are feeling.

In addition to seeking help, an anxious or struggling student should also try to incorporate activities they enjoy

and things that make them happy into their daily routine. Lamere stated that while doing this helps, it is important to “make sure that these things don’t make you more stressed and anxious.”

Russell mentioned that for her, yoga, gratitude, and mindfulness are practices that she prioritizes, since they have helped her a lot. Russell encouraged people to “find your yoga,” meaning find something that helps you, like yoga helps her, and add it into your daily schedule.

Sophomore Oliva Ren, mentioned that one way she keeps her mental health in check is by taking an hour break from doing homework in the afternoon. As a remote student, Ren said “classes merge with my homework, so I could be doing work for six hours straight.” To break up her long homework sessions, Ren goes on walks or just relaxes.

Senior Emily Riddle practices yoga, meditates, listens to podcasts, and reads everyday to help her destress. On the weekends, Riddle relaxes by unplugging from her various devices. “I take a break from looking at my phone or going on

my computer and I don’t look at the news. . .I find that super helpful because I sleep better and I feel more mental clarity,” said Riddle.

Exercise is another daily “feel good” activity that Russell highlighted, and she believes that keeping up a consistent workout regime would help everyone get through the winter. According to Mayo Clinic, exercise reduces the symptoms of anxiety and depression by “releasing feel-good endorphins” and “taking your mind off of your worries so you can get away from the cycle of negative thoughts that feed depression and anxiety.”



The Bromfield SWAT Team Instagram has lots of ideas that are easy, simple to do, and can be done in little time.

Source: @bromfieldswat on Instagram

MENTAL HEALTH continued

Russell also mentioned that the Woebot app can be helpful, encouraging students to check it out. Woebot, is an app that delivers cognitive behavioral therapy (CBT) using artificial intelligence to ease the symptoms of anxiety and depression. However, the Woebot Health website stated that the app “doesn’t aim to replace traditional therapy nor human connection. . . but CBT is an approach to mental health that has been successfully delivered in self-directed formats for two decades.” Next time you feel stressed or anxious, remember to reach out, seek help, exercise, find and fit

activities that make you feel good and happy into your daily routine, and maybe check out the Woebot app. By doing so, we will get through this stressful and uncertain period of time together.

If you are in crisis, call the National Suicide Prevention Hotline (available 24/7): 1-800-273-TALK (8255). The Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline, available 24/7 to give treatment referrals, is 1-800-662-HELP (4357).



We all need a little love, and this picture shows us ways to do that. The concept of loving yourself can be challenging, since people may not know where to start, but a gentle reminder to take a breath is what we need.

Source: thesheaf.com

Students continue progress on racial equity and diversity

by Timur Sahin and Hannah Chiou

Note: The authors of this piece are the founders of the Students for Justice club. The Bromfield Mirror does not endorse Students for Justice or any other clubs mentioned and the views expressed in this piece are strictly those of the authors.

Since June, Bromfield has made several promising moves towards a more diverse and equitable school environment. The Black Lives Matter protests and subsequent national discussions about race in the spring have opened the door to such conversations at Bromfield.

During that same month, we organized Zoom discussions with the 12th, 11th, and 10th grades surrounding race, the future of policing, and diversity in Harvard. Later that month, a group of Harvard Public Schools alumni crafted an open letter calling for new policies in curriculum requirements, diversity in hiring, and training, as well as an updated school resolution, to create a more robust anti-racist school system within HPS. Following the discussions, we reached out to them to create a stronger connection between past and present Bromfield students.

Next, we, along with three sophomores – Asha Khurana, Sahara Suliman, and Annelise Anderson – drafted an addendum to the open letter presenting the student perspective of what the alumni addressed. Similar to the open letter, the addendum covered several topics, from diversifying Bromfield's curriculum to recognizing and addressing the culture of casual racism and microaggressions towards BIPOC (Black, Indigenous, and People of Color) students. Both the letter and addendum can be found online at linktr.ee/hps_openletter.

Before the school year began, we were able to meet with the Bromfield staff members on the Sept. 3 Professional Development day. The meeting participants consisted of about 20 Bromfield teachers and the five authors of the addendum. The teachers present at the meeting expressed their immediate reactions to the addendum, which was met with both a positive and a defensive perspective. Teachers also brainstormed ideas and plans they anticipated to put into effect based on the points in the addendum. Though we have not been able to follow up with specific teachers since then, we hope to meet in a second roundtable to discuss any updates or changes they made to their curricula as a result of the meeting.

[The second roundtable took place on November 18th. Teachers shared updates they have made to their curricula since the last meeting. Overall, there seems to be a consensus that the staff is trying-through PD days and every day

practices in the classroom—to address the points that were made in the open letter and its addendum.]

Within our anti-racism work, we wanted to engage beyond teachers and administration and connect with those our age carrying out similar endeavors. Subsequently, we were invited to present at Intersections X MA, a virtual conference hosted by Concord-Carlisle High School's Intersections Club on Sunday Aug. 30. At this conference, several Massachusetts high schoolers presented their school's respective anti-racism efforts to an audience of more than 100 students, teachers, and parents. The towns represented were Arlington, Boston, Brookline, Concord-Carlisle, Newton, South Hadley, Westford, and Harvard. We had the opportunity to put together a presentation to describe the current culture at Bromfield as well as our efforts to change



Students for Justice's mission promotes ideas similar to Bromfield's Diversity, Equity & Inclusion webpage.

it. The other schools' well-developed clubs helped remind us that change could not just come from policy alone; we had to continue awareness within the student body. Though we had been thinking about creating our own activism and social justice club since June, the conference reminded us of their importance within the school community and pushed us to the eventual creation of Students for Justice.

Currently, Intersections X MA serves as a student coalition, in which the student representatives from each school continue to provide updates on their initiatives and support other members. The coalition provided us with guidance for our newly formed Students for Justice Club – including ideas we can implement at Bromfield. If you would like more information on the coalition, please follow @cchsintersections on Instagram

Chaos cultivates creativity

by Linlin Yu

Note: The Mirror does not endorse any of the clubs as discussed, and the opinions expressed are strictly those of the author, who co-leads the Bromfield NAHS.

Since last spring, the virus has been a universal enemy that we have been fighting together by physically separating ourselves from one another. Staying home helps to mentally destress, uplift, and promote social engagement. The period of time spent isolating encourages us to value creative methods of thinking now more than ever. Creatives envision the steps towards a hopeful future, and continue to nurture the Bromfield community in various clubs.

The National Art Honor Society is seeking to reform the meaning behind art and service within the community. Since the school's closure in March, the school art club has hosted a virtual art show in the spring and painted colorful symbols of inclusivity on the senior rock. Now, the members and new advisors Ms. Cynthia Fontaine and Ms. Elizabeth Hoorneman plan to beautify the school building as a means of creative expression. The club hopes to display visual work to heal, entertain, and empower people.

The Tri-M Music Honor Society's motto conveys that music is a creative reflection of our life or an escapism that teaches something profound about the world. Instruments altogether play a role in a piece, and the orchestration itself

echoes teamwork. The dissonance of chords, shifts in key, and harmony of notes mirror the inconsistency of the everyday, but make something beautiful out of it by accepting it.

The Drama Society shines light on the roles of different people. Acting comes with courage, grace, and empathy for others. Performing and embracing the audience requires enthusiasm of welcoming them into a world where familiar and new emotions are evoked and questioned.

The Review literary magazine, the annual Beacon Yearbook, and The Mirror too, are altogether a form of communicative art that reflects and unites the school community with literature and writing as a common language. These clubs are a few of the necessary tools that can benefit one's mental health, transcend across time and cultural backgrounds, and unleash a personalized new philosophy.

Art is not merely about sparkling with "talent" and being able to paint the next Mona Lisa. Art is appreciating the smallest things, the overlooked ones that might spark that much-needed

epiphany. We should move our eyes off the screen and out the window once in a while. Reforming today's creative minds will lead to modern victory; art is the disorderly pebbles that pave a beautiful path.



Although it feels isolating, staying at home as the globe undergoes a series of seasonal and social revisions will allow us to overcome together.

Photo and caption by Linlin Yu

The Bromfield community remembers Ruth Bader Ginsburg, a powerhouse and an icon

by Jordan Hoover

On Sept. 18th, Justice Ruth Bader Ginsburg passed away due to complications of metastatic pancreatic cancer at the age of 87. Known as “The Notorious RBG,” a nickname that was coined in 2013, and famous for the collars she wore in the Supreme Court, she created an impressive legacy. As a pioneer for women’s rights and the second woman to become a Justice on the Supreme Court, she made a lasting impact on many lives including a few at Bromfield.

Ginsburg once shared “I would like to be remembered as someone who used whatever talent she had to do her work to the very best of her ability” and it is clear that she completed that goal. Over the decades, Ruth Bader Ginsburg has become an icon. With two films about her—*On The Basis of Sex* and *RBG*— and a crazy workout schedule that many admired, she was an educator and a firm believer in equality.

With her famous dissents in Court, she was known to many as someone who was not afraid to speak against the majority and who stood up for her beliefs. “Personally, she inspires me to speak up against gender bias whenever I see it,” shared junior Erin Flynn.

Health and wellness teacher, Ms. Katelyn Russell, teaches a variety of classes such as *Personal Safety for Women* where discrimination, equal rights, and combating stereotypes are prominent topics. She added how Ginsburg personally impacted her life: “RBG argued and won a case before the Supreme Court that state-funded schools could not discriminate on the basis of gender. I went to UMass. Because of her, the Equal Opportunity Act was passed in 1974, which means I was able to open up a bank account and get a mortgage without a male co-signer.”

Ginsburg once said, “Women belong in all places where decisions are being made. It shouldn’t be that women are the exception.” With that principle in mind, she argued for women serving on juries, justifying that they should have equal opportunities to voice their opinions. “I have yet to serve on a jury but I am psyched that I have as much of a chance of serving as my brothers or husband,” Russell said.

In her early years, Ginsburg became the first female professor at Columbia University to reach a tenured position and later served as the director and founder of the Women’s Right Project of the American Civil Liberties Union (ACLU). There, she argued for six landmark cases on gender equality before the Supreme Court, one of the most important cases being the *Frontiero v. Richardson* case in 1973.

“*Frontiero* was an AirForce officer whose husband was denied the housing and medical benefits that female spouses were automatically given,” Russell explained. This became the

first case that Ginsburg argued and won in front of the Supreme Court under the equal protection clause of the 14th Amendment. As a final decision, the Court ruled that a law that classifies benefits on the basis of gender was in direct violation of the Constitution, thus ruling in *Frontiero*’s favor.

History and government teacher, Ms. Kate Keane, also shared her thoughts: “I imagine that it raised a few eyebrows for a director of the Women’s Rights Project to begin by arguing cases on behalf of men, but it showed both great restraint in laying a foundation for future cases and great insight in understanding that, perhaps, an all-male institution might be more able to perceive and understand the impacts of gender-based discrimination that many considered ‘natural’ if they could first see it through the lens of the adverse effects it had on men and families.”

Keane also explained how Ginsburg battled generalizations and reshaped the image of feminists. Growing up, the stereotypical image of feminists involved “man-hating, bra-burning, [and] shrill harpies shrieking about imagined slights.” However, Keane reflected, “I think, for me, as I came to know more about RBG, she absolutely destroyed that stereotype. She was soft-spoken, introspective, and rational. Learning more about her life helped me to see past the biases that I had unconsciously absorbed and to recognize that I could value justice and equity without having to become a caricature.”

Ginsburg was also known for her unexpected, but close friendship with fellow Justice, Antonin Scalia. Scalia (1936–2016) was a Justice in the Court who advocated for originalism and maintained a position in the conservative wing. As two people on opposite ends of the spectrum, they shared a love for opera and were able to learn from one another. In 2015, they were both featured in *Scalia v. Ginsburg*, an opera written by Derrick Wang, inspired by their legal opinions. Their close bond set a model and principle for others about unity, regardless of differences.

“Her close friendship with Justice Scalia and her later defense of newer conservative appointees to the Court are particularly impactful in a time of increasing political polarization and remind us (or at least ought to) that we are not defined purely by our politics and that we can develop respect and even genuine affection for people who hold opposing views,” Keane added.

Further, even in her death, Ginsburg has made history as the first woman to lie in state in the US Capitol building. “I think about her response when she was asked about when there would be enough female justices on the Court and she

RBG continued

replied, 'When there are nine.' It's fitting that she be the first [to lie in state], but it will be an even more fitting tribute when there have been too many to bother keeping a count," Keane replied.

Although Ginsburg is no longer alive, she continues to make a tremendous influence on others and has reshaped how women live today. "Basically, the way I am able to move

around in the world as a free and independent person and not limited because of the sex I was assigned at birth is because, in part, of Ruth Bader Ginsburg," Russell explained.

"I think she made a positive impact on the world. She empowered women all over the world during her lifetime, and I think the memory of her will serve to inspire women to come," Flynn concluded.

Humor

People of the pandemic

by Matt Zoppi

I know that this has been done by almost every remotely political publication in existence over the past few months. However, I figured I'd put together my own spin on things. I mean, we're all stuck at home anyway.

1. The one guy who gets too close: "Hey, man, you're too close. I can smell your breath. I don't care if you're wearing a mask."
 2. The person that believes in magic: "Don't worry! I only breathe through my mouth, so I don't have to put the mask over my face! Right?"
 3. The little kids: "Hey, guys! Don't forget to put the mask over your nose! Hey, guys! GUYS-"
 4. The person that forgets their mask: *muffled coat
 5. The person that believes in "science": "Did you guys realize that *everyone who ever has drunk water has died?* And that *no one who wears a mask has ever admitted to not drinking water?* The correlation is uncanny! wAkE uP, sHeEpLe!"
 6. That one person that never wears a mask but you're too afraid to ask them why: "What are you looking at, wise guy?"
 7. The person looking at mask "alternatives": *absurd strawman noises*
 8. The person that takes off their mask to sneeze: "What? Not making my mask disgusting is *clearly* more important than your health!"
 9. The old folks: "Hey, guys! Don't forget to put the mask over your nose! Hey, guys! GUYS-"
 10. Everyone else: "hnnnnNNNG."
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PHOTOS

Varsity Field Hockey



Senior Hannah Baumhover defends the ball as a Marlborough defender tries to steal the ball away. Senior Olivia Lindo watches from afar. Photo by Patti Bonney.



Claire Stoddard changes the field to head towards the goal. Photo by Annie Segaloff.



*Senior goalie Lauren Walling-Sotolongo takes a break during the game.
Photo by Annie Segaloff.*



Jordan Hoover races down the field towards the goal as the opponents try to catch her. Photo by Annie Segaloff.

Junior Varsity Field Hockey



Sophomore Siena Stanten prepares to take a shot on goal, while her teammate looks on from a distance. Photo by Annie Segaloff.



Sophomore Asha Khurana dribbles the ball down the field. Photo by Annie Segaloff.

****Due to the spectator restrictions at sports games this fall, Mirror staff were only able to photograph the field hockey teams.**