



# THE MIRROR

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THE BROMFIELD SCHOOL  
“There’s a lot to unpack here.”

## Students Challenge Administration’s Sexual Harassment Response

by Kate Selig and Julia Deng

A month-long investigation by The Bromfield Mirror found numerous reports of students experiencing sexual harassment at Bromfield who felt that Bromfield administration inadequately responded to these situations. The Mirror interviewed six current students. Most names in this article have been changed due to students’ fear of retaliation.

### Individual Allegations

Senior Emma described her experience with sexual harassment that started when she moved to Harvard in her sophomore year (2016-2017). She said, “Last year, he sent me pictures of him in boxers. At one point he said, ‘drop that ass down onto the floor. I couldn’t be in a class with him without getting the chills and being so uncomfortable that I couldn’t focus.’” This year, “I can’t go through one English class without him being a constant distraction. It goes from copying everything I do to saying inappropriate remarks like ‘touch my shirt.’”

These behaviors Emma highlighted fall under the Bromfield Student Handbook’s definition of sexual harassment, which includes “unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal-physical conduct or communication of a sexual nature by an adult or student.”

“I know they won’t do anything. And they’ll just add it to a long list of other similar offenses.”

Harassment can also take the form of “subtle pressure for sexual activity” and offensive comments that call attention to a student’s gender or sexuality in an inappropriate way.

Emma took her report to her guidance counselor during sophomore year. She told The Mirror that she never held back or hid information from guidance. However, she explained, “administration and guidance have done literally nothing to prevent any of this from happening.” Emma even dropped a class—she said, “whenever he walked by me [in that class], I tensed up, because I didn’t know what he was going to do. All I knew was that he wasn’t afraid to act upon me.”

“I think that administration doesn’t want to see this as such a huge problem,” she said. “I think they’re cowards when it comes to this.” She proposed that administration may have avoided addressing her allegation out of a fear of legal trouble.

For senior Grace, her sexual harassment consisted of inappropriate comments in school and over social media since her junior year (2017-2018). She explained, “one time, I was going to go walk [a friend’s] dog. He was there and was like ‘you wanna hang out and hook up?’ I said no, and I said I’m just going to go walk [friend’s] dog. He said ‘oh, of course, you’re so easy, you’re just going to [friend’s house] to hook up.’ Like, what? What would even make you think that?” These actions also constitute sexual harassment, which the Handbook states includes “verbal



harassment or abuse” and “electronic communication of a sexual nature.”

Grace took her story directly to a school counselor, who then contacted administrators. Grace said that administration involved the police against her wishes. “It made me feel uncomfortable,” she said. “He [the sexual harasser] didn’t ultimately get a punishment.” Grace explained that her harasser went to social media, outside of the administration’s view, to comment that he was immune to punishment. She said, “He didn’t learn.” From

*Continued on page 3...*

## Students Dig E-Cigs

### Juuls are not cool

by Anya Buchovecky

Just when smoking cigarettes became almost unheard of, a new lung-destroying fad took over: e-cigarettes. E-cigarettes are what they sound like: electronic cigarettes. The Truth Initiative reported in October 2018 that Juuls make up about 72% of the e-cigarette market.

Electronic cigarettes were first invented by a Chinese pharmacist, Hon Lik, in 2003. However, the Juul was invented by two Stanford students in 2015 who wanted to recreate the nicotine-induced relaxation of smoking a real cigarette while also giving users a head-rush. In July 2018, the Penn State News described Juuls as “battery-powered devices that allow users to inhale or ‘vape’ into their lungs aerosolized liquid that contains nicotine, and many vaping devices also can be used to vaporize marijuana. These devices often look like pens, USB flash drives, and other everyday items.”

An e-cigarette uses pods, liquid containers of nicotine and a variety of other chemicals, which are then vaporized and inhaled by the smoker. Many of the chemicals are unknown to the average e-cigarette user. One pod has as much nicotine as one pack of cigarettes. Vapes were originally introduced to help smokers transition from traditional cigarettes to not smoking at all. Unfortunately, vapes now pose a greater threat to health than cigarettes due to their addictivity and widespread use by adolescents. Since they are so new to the market, no long term studies have been conducted to observe the effects these devices have

on people’s health in the long run.

### Just One Breath Could Lead to Death

Over the past year, there has been an exponential increase in the number of teens that vape and use Juuls at Bromfield and across the country. Bromfield’s 2018 Youth Risk Behavior Survey gathered that 25% of Bromfield students in grades 6, 8, 9-12 combined, reported vaping in the past 30 days. The higher the grade at Bromfield, the higher the percentage of students that reported vaping. CNBC reported in September 2018 that approximately 20% or 3 million teens in the US use e-cigarettes regularly. In an interview, Mr. Hoffman and Ms. Benoit stressed that our school is not the only school with this problem. Both administrators are part of different local principal and vice principal groups respectively, and “the topic of vaping comes up at almost every meeting and every single school district in this area has a problem with e-cigarettes and Juuls.” Hoffman also noted that in some nearby schools, problems regarding the use of Juuls and other e-cigarettes have arisen among middle schoolers. However, Hoffman was grateful that no issues have arisen in the middle school yet.

Due to the complexity of the problem, it is very challenging to combat and resolve. Hoffman and Benoit noted that all of the faculty know kids vape in school, though it is “difficult to catch a kid in the act of using a Juul because kids typically use the devices in the bathrooms and other places where adults aren’t.” In addition, the scents such as



*The evolution of e-cigarettes.  
Photo taken from The New York Times*

mango, mint, and cucumber are similar to ones that teachers encounter on a day to day basis. Benoit spoke specifically about how “quickly and easily students can hide the devices,” since they are smaller than a pen.

Hoffman noted t one way the administration at Bromfield is trying to combat this issue is by “having a greater presence in hallways and being more vigilant about being out in the hallways in between periods and throughout the school day.” Both administrators emphasized that it is very difficult to track exactly how long people were out of the classroom and what they were doing. There has also been a push to teach students and parents about the new craze. This past fall, Bromfield brought in Dr. Kevin Hill, who works at Beth Israel Deaconess Medical Center in the addiction psychiatry unit, to give a presentation to parents and the community about vaping in youth and how to stop it.

The punishment for being caught with an e-cigarette or

*Continued on page 2...*



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# Administration encourages school spirit with pep rallies

*by Sophia Zhou*

Bromfield is currently implementing pep rallies to boost school spirit and unity. These events have been met with mixed student opinions, but senior Alex Magan is trying to help pep rallies succeed by integrating some new ideas for increased student engagement.

“Pep rallies” are usually described as school gatherings before an important sporting event to support the team. Bromfield’s pep rallies instead gather the entire school to celebrate any student achievements. Principal Scott Hoffman said pep rallies “activate school pride and spirit.” Freshmen Olivia Ren shared her perspective, and said pep rallies are good for “building a sense of unity in our school”.

Dr. Julie Horton, Dean of Students, explained that Bromfield’s pep rallies are nontraditional because Bromfield is “relatively new in having them; we’re not a high school, we’re a middle-high school, we don’t have a football team so we’re not super traditional; we’re not going to look like they do in High School Musical.”

Bromfield’s pep rallies support academic and artistic student achievements (e.g. recognizing the debate team, promoting the school musical, etc.), alongside sporting achievements. Explaining his perspective on the purpose of pep rallies, freshman English teacher Christopher Jones said, “really, I think, just to celebrate, in a different way, student work and achievement. At least that’s what it is at Bromfield.”

Student opinions on pep rallies are split. Dr. Horton said that the school’s mixed opinions stem from how new the events are. She said, “I’m pretty sure there’s nothing that we can do at Bromfield that makes everybody happy all of the time and that fits everybody’s needs, but I think we need to work to figure out what kind of community-building experience will make kids enjoy it the most and make kids feel most a part of the community.”

Senior Isabel Barton also emphasized that pep rallies are still developing and that this might account for some of the discontent. Barton said, “[K]ids aren’t used to them, they aren’t a favorite, and I do think that kids would rather skip school than go to them.”

Senior Alex Magan said while some people are all for it, others “just thought it was a waste of time.” Magan said this was because people think they are just “sitting in the gym clapping hands.” He stressed that future pep rallies need to prioritize interaction and engagement.

Both Barton and Magan have aspirations for the future of pep rallies. “I have a dream about them; that they would be amazing,” said Barton. For the future, she would like to see pep rallies persist in the years to come. She said that “kids will enjoy it more because it’ll be what high school they’re used to. So I definitely think sticking with it is a good idea, but at the moment I don’t think it’s a crowd favorite.” She said about her efforts: “we’re just trying to make it fun.”

Magan is trying to help improve the students’ opinions about them. “Engagement’s huge,” he noted, “because not everyone’s into it, and if you’d be able to get everyone into it that’d be awesome.” To build student engagement, he suggested having organizations around the school, for example, math or swim team, “get a relay race going” to spark more healthy competition.

Magan also emphasized the role of the student audience in relation to the popularity of pep rallies. Specifically, he wants to keep them exclusive to the high school. He explained, “if you’re in middle school and you’re already introduced to the pep rallies, you’re already experiencing this type of atmosphere. What’s there to look forward to when you get to high school?” He said, “The trouble I’m having with a lot of these older kids is that they’re so used to not having all this stuff, and it’s so hard for them to be excited about all this stuff. So I’m trying to gear it more towards middle school now. Try to get them amped up so that by the time they get to high school they’re all excited about it.”

Magan feels that pep rallies are needed. He said, “It’s a break from the school day,” without any tests or quizzes. Jones also remarked on pep rallies being “a little break; something out of the ordinary.” As a final word, Magan said, “you’ll definitely see an improvement because I’m trying to think of new ideas to really get people amped up for it.”

# Tracking down Teja’s tape

Investigating the fate of Arboleda’s movie and the future of the diversity committee

*by Liam Wang*

Last year, Teja Arboleda came to Bromfield to give a talk about diversity as the initial part of a project planned by both his company, Entertaining Diversity Inc., and the Bromfield Inclusion Committee. He promised to produce a video consisting of interviews from people in Harvard with culturally different backgrounds, and to show it around spring shortly after the talk.

However, although the video was completed sometime last year, there were difficulties in scheduling the best time and method to show everyone in the community in a meaningful manner that would interfere with the school curriculum as little as possible. Currently, there is no solidified date for the showing, however the inclusion committee is planning to show it eventually, preferably sooner rather than later.

The video in question was a documentary style piece where Arboleda would sit down and interview volunteers from the Town of Harvard with different cultural backgrounds to talk about their lives and their past. He hoped to create a video that would meaningfully demonstrate how diverse people’s backgrounds were while simultaneously bringing people together.

However, the project ran into complications. While the video exists, it has not been shown yet to Bromfield students or the majority of school staff. When asked why the video was not shown last year, Mr Hoffman, the principal of Bromfield, said, “It’s really a matter of time. There’s no hidden agenda there, it’s just a matter of time. There’s only so many days in a school year.”

The administration and Inclusion Committee also had concerns about how the video will be shown and discussed. Playing it in the auditorium simply seemed unfitting: “Showing it in a big setting like that first assembly we had isn’t really the best way to do it,” Linda Dwight, the School Superintendent and Head of the Inclusion



Where in the world is Teja Arboleda?  
Photo manipulated by Liam Wang

Committee, said. “It’s a great video, I don’t want it to be lost by the setting.”

Alternative ideas have been discussed. For example, having small groups of students watch it first and later having a discussion about it amongst themselves, lead by a fellow student or a teacher (or even Arboleda himself). But nothing has been really solidified in how the video should be shown to the school.

Other major concerns Dr. Dwight mentioned involved whether the video ought to be shown to the younger grades who did not see the talk given last year, and who may not have the patience to give the video the proper attention it deserves. Additionally, she expressed how she wanted the previous year’s seniors, especially those who participated in the project, to be able to watch the video as well.

However, she still looks forward to the day it will be aired as she believes the video represents the final culmination of the project. Namely, the diverse stories that are present within the Harvard community. “What we liked [about the project] was this idea of storytelling.” Dr. Dwight said. “We’re all more interested in seeing people

Continued on page 10...

## Students dig e-cigs cont. from page 1

Juul at Bromfield is the same punishment a student would receive for being caught with tobacco products on campus. As stated in the school handbook, the minimum punishment is a “two day out of school suspension and two day in school suspension.” Students also “may not participate in extracurricular activities during suspension,” have “honor societies notified,” and must complete a “reflection paper or research assignment during in-school suspension.” Benoit stated that the administration strives to be consistent with the policy regarding punishments. The administration emphasized that the in-school suspension was the most critical part of the disciplinary action because it allowed time to educate the student about what they were caught doing and its potential health risks.

As an attempt to reduce the number of kids that Juul here at Bromfield, Ms. Katelyn Russell, health teacher, has changed her curriculum so the ‘CATCH My Breath’ e-cigarette and Juul prevention program can be included. This program, which consists of four lessons, will be taught in health classes in late January and early February at HES and at Bromfield throughout grades 6-10.

The CATCH My Breath curriculum may not be implemented in upcoming years because, in October 2018, in response to the FDA’s mission to curb the epidemic levels of teen e-cigarette use, Juul has agreed to stop selling a few of its most popular flavors: mango, cucumber, fruit, and creme. The company has also announced that it will limit the majority of its sales to an online shop. When asked to comment on the new FDA regulations and Juul’s actions Hoffman replied, “No regulation will hurt. The question is now, how much will the regulation help?”

**A Student’s Perspective (“Only Fuuls Use Juuls”)**

An anonymous student explained, “I have no real answer on why I do it, just a ton of people did it and I got it to use at parties, which is what I still do.” They were fully aware of the health risks that come from using e-cigarettes. However, they claim to “keep a close watch on themselves and how often they use it.” They concluded by revealing that when people ask if they should buy an e-cigarette, the student replied that e-cigarettes are “expensive and not worth it.”

"Pursuant to state law, no expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students" (M.G.L. c. 71:82).



## Sexual Harassment

cont. from page 1

her experience, she concluded that administration either takes no action in responding to sexual harassment or outsources the discipline to the police.

Referencing administration’s involvement of the police, she said, “Not only does the legal system protect the school more, but [calling the police] makes it easier on [the school], because when it’s onto the police, it is no longer the responsibility of the school.”

Grace said, “I think [the school] is hesitant because of his actions. Obviously, he’s going to go on social media and trash people if he finds out who [reported him]. [The school] wants to stay out of the drama, probably because he’s going to graduate and be out of here soon.”

Senior Jane’s personal experience with harassment has consisted of inappropriate sexual comments in a high school class. According to Jane, the teacher witnessed it, but she “didn’t even address it.”

“I know for a few other girls it’s gotten physical,” Jane said. “I have a sister. She’s a freshman and she’s definitely experienced [sexual harassment] too.” Jane felt that administration “turns a blind eye to [sexual harassment].” She referenced hearing examples, “[Where] in the past, if a student has come to them with a complaint, they’re like ‘okay we’ll deal with it,’ but they don’t really do anything about it.”

As a result, she summarized, some students reason they can get away with what they are doing. In fact, that same belief about administration deterred her from going to them with recent sexual harassment during her senior year, she said. “I know they won’t do anything. And they’ll just add it to a long list of other similar offenses.”

Senior Michael’s experienced sexual harassment secondhand through an insult to his sister: after an unrelated verbal altercation in homeroom in the fall of 2018, Michael was confronted by his sister’s harasser in the bathroom. “I was in the stall,” Michael explained, “And he kicks in the door. He says, don’t talk to me ever again, or I’ll [profanity] you up, and I [had sex with] your sister.”

## Table of Contents

News.....	1-3
Students speak out about sexual harassment	
Students dig e-cigs	
Tracking down Teja	
Administration encourages school spirit...	
School News.....	4-5
Under-enrollment	
Cleaning staff unexpectedly resigned	
Are Bromfield students getting enough sleep?	
Opinions on school climate...	
Profiles.....	6-7
Health Society	
Music department teams up with Fanfare...	
Beacon churns out yearbook	
New selectman’s stance...	
Bromfield rapper...	
Profe Rosal perseveres through change	
School Events.....	8
Multicultural dance...	
Coffee house...	
Opinion.....	9-10
Harvard lawsuits...	
Education designed for the real world	
Breaking down student sleep	
Cheering for pep rally change	
Photojournalism.....	11
Bromfield flourishes in winter cold	
Sports.....	12
Soccer seals the deal	
Rounding up winter sports	
Photojournalism.....	13
Students showcase art talent	
Columns.....	14
Micronutrients have a macro impact	
A report from the student council	
How I survived my Christmas season	
Art.....	15-16
The Mystery of the Moplan Mentor	
“One” perpetuates tropes	
Music to energize your day	
Deltarune: breaking down boundaries...	

“When you’re an older brother, even if you know that it’s bulls--t, it’s not something that you like hearing.” The story was taken to administration, but “there were no real consequences. When you do something like [threatening me and my sister], I think you’re at least looking at several detentions, and as far as I know, he didn’t get that.”

Overall, Michael explained that “without consequences to this type of behavior, the behavior just continues.” He believed administration was primarily concerned with “public relations—if you expel a student, or if serious action is taken, people start to hear about it. The school is taking the easy way out by downplaying this.”

As the focus of this article was the administration, not the students accused of harassment, The Mirror did not believe it was within its purview to interview the accused harassers.

### Official Policy

In addition to the Handbook, districtwide sexual harassment policy can be found on the district website. The District’s policy explains that “once the school has learned of alleged incidents of harassment, it may not choose to ignore them.” Once an allegation has been made, “The administrator will designate an investigator(s) for all complaints of harassment at school or at school-related events. The investigator(s) will determine if complaints are substantiated, and if so, take steps reasonably calculated to stop the harassment and prevent its recurrence.” The investigation may include written statements of what occurred, interviews, and corrective action.

Guidance counselor Mrs. Sara Lamere encouraged students to contact a trusted adult right away. She added that they should also encourage their friend to report to an adult—or even report for their friend if such friend felt uncomfortable doing so—if they had experienced sexual harassment. “Students should never keep these situations quiet, even if they are unsure about the experience,” Mrs. Lamere said. She explained that after receiving allegations of sexual harassment, guidance counselors inform administration and contact parents. “Depending on the situation, the crisis team may be brought together,” she said. The crisis team can consist of counselors, the school nurse, the school psychologist, and administration.

### School Administration

Principal Scott Hoffman further elaborated on the school administration’s policy of handling sexual harassment. According to Hoffman, the school usually hears about allegations through the students themselves or through a trusted adult who alerts the administration. “It depends on the student in all honesty,” he said. “I like to think that we’re pretty approachable, but I would be naive if I thought that everyone was totally comfortable in coming to me.”

Hoffman identified the school’s jurisdiction as primarily pertaining to incidents occurring on school grounds but he noted that if the aggressor has been alleged to “create an environment that is hostile,” the school has the ability to step in. Harassment outside of school “muddies the water a bit,” Hoffman said. “The consequence might not come from the school, but there are actions I can take.” He gave the example of switching a student’s schedule or posting an adult in a classroom to make students feel safer.

When it comes to determining whether or not to take disciplinary action against an accused harasser, the decision comes down to Hoffman. He said, “If you look at the facts as best as you can get to them, and the facts don’t support the claim, then you might not take action. At that point, you’re the prosecutor, the judge, and the jury. You’re trying to figure out what makes

sense here, and you look back and say ‘hey, I can see this person doing this. I can see you saying that.’” His “main concern is that the behavior stops so that the person who is the target feels comfortable.” However, Hoffman also noted that he needs to “give [the aggressor] a chance to recover if they can” by making “the consequences reasonable.”

Overall, Hoffman felt that “we do an effective job” at responding to sexual harassment. He said, “Anything we hear of, we investigate. We make things happen.” Upon reflection, he later noted over email that “I understand some may feel that administration does not take action because they do not see what action we take... While we cannot comment about the specific consequences given in any situation, our school community can be assured that we take all allegations seriously.”

However, he also believed the administration has room to grow. He said he plans to work on “approaching students more regularly after the incident has been handled. I rely too much on students coming back to tell me [after the school takes disciplinary action], ‘this didn’t work.’ I need to be more systematic when it comes to checking back with the person.”

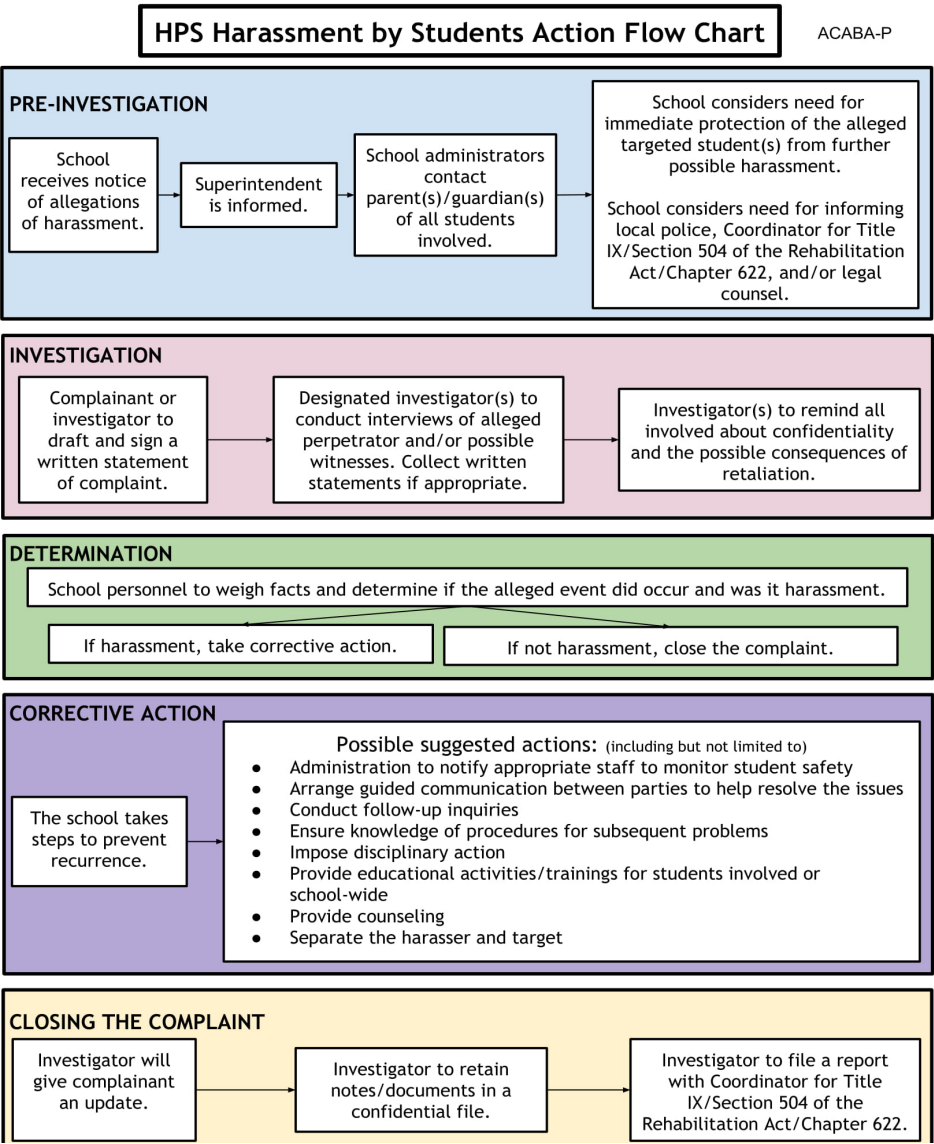
He hoped to remind students that “if we remembered to be kind, some, and I’d like to say a lot, of the issues that go on between kids would really go away because people would take a moment to wonder if that loose comment would make someone uncomfortable.”

Superintendent Linda Dwight echoed Hoffman’s statements, describing her role as someone who advises Hoffman as to whether or not the police and legal counsel need to be involved in the situation.

Dwight played a driving role behind the creation of the harassment flowchart in the fall of 2018. She identified making the flowchart more accessible as a goal, noting that right now, she does not think students are aware of its existence. “I remember sending it out to parents when it was created,” she said. “But no one is really looking through all the policies to see if it is in there.”

Dwight suggested that the perception of a lack of administrative action could be due to the difficulty of protecting student privacy. She explained, “if you discipline one student, you can’t tell the other family what happened. They don’t know whether the student was expelled, suspended, had detention, or required counseling. It’s a difficult part of our position.”

She concluded that “in the age of #MeToo and the age of awareness, we can point out that we’re better at [responding to sexual harassment] than we were five, 10, or 15 years ago. Students should understand that past experiences [with administration] shouldn’t deter them from taking steps of empowerment now. We should encourage students to keep saying [they were harassed] until someone takes it seriously.”



*Harvard Public Schools has adapted an investigation flow chart in the school handbook.*



# Under-enrollment Cancels Classes

by Hannah Taylor

Bromfield’s efforts to increase the number of elective courses offered combined with under-enrollment has resulted in courses not being run.

Dr. Julie Horton, Dean of Students, explains how this issue is ultimately the result of scheduling, but student interest level and other factors come into play as well. Horton describes the scheduling process as “challenging,” stating that when creating a schedule “based on what kids want, it’s just tough when there’s a minority of people who want something.” This is one of the preliminary issues that arises: either not enough students registered for a certain course or they do not have a place in their schedules where that course fits.

But why is the scheduling process so difficult? Horton explained how the administration pieces together the master schedule. In order to do so, many questions need to be taken into consideration: how many sections should a specific course have and how many students selected that course? What is the ideal class size for each course? What are each student’s course requirements?

Sometimes, there just are not enough students interested in a class for it to run. This was the case this year for many of the new elective options, such as the Holocaust and Human Behavior course offered by the social studies department and the Sustainability of Earth’s Ecology course offered by the science department. However, Horton also says that, on occasion, classes do not run even with enough interest. This, she explains, happens when there is no possible way to incorporate the class into enough of those students—or teachers’—schedules, leading into the difficult scheduling process.

Horton, as well as Ms. Kathleen Doherty, the social studies department head, explain that the biggest issues in scheduling stem from course requirements and “singleton classes,” which are classes that never run in more than one section, a common problem afflicting AP courses. In terms of course requirements, the administration also has to make sure that students are able to take their required courses each year, which limits scheduling options.

These academic courses reduce the room in schedules for electives. Horton finds that this is especially challenging when it comes to creating the seniors’ schedules as many students have multiple requirements to complete before graduation. For instance, the Global Competency Certificate (GCC) Senior Seminar did not run this year as many of the seniors in the GCC program were unable to make the class fit into their already busy schedules.

Class size is also an issue for scheduling. According to Horton, teachers want the “ideal sized class,” which varies from course to course. She explains that some teachers “might want more [students] for the discussion” but that others want “smaller classes for more individual attention.” Therefore, not only are courses with very few registered students generally cut, but administration must also work to ensure that each running class has as close to the appropriate amount of students as possible.

Horton says when this happens, courses must be broken up into sections. Courses for which a larger group makes sense are generally left as one or two classes, but those which need to be smaller are broken up further if there is enough demand for them. However, complications in this system arise again when actually trying to schedule these classes, which is why certain classes may be broken up—or even combined—in seemingly strange manners. For example, AP European History is running this year in two sections with only a handful of students in each, and the US Pop Culture Seminar is running a combined course of both College Prep and Honors students.

Doherty explains how under-enrollment specifically affects social studies courses. Last year, the social studies department sent out a survey in which students indicated their interest level on a number of potential new social studies electives. Of those, a few were offered for this year: AP US Government & Politics, US Pop Culture Seminar, and Holocaust and Human Behavior. However, Holocaust and Human Behavior was unable to run—along with College Prep Psychology, which usually runs every



Under-enrollment strikes again.  
Photo by Kate Selig

year.

When asked why certain classes ran and others did not, Doherty said, “I think Bromfield is a small school with a lot of great offerings and students can’t take everything. I don’t think interest is the issue. I think it is staffing and scheduling concerns.” Despite this year’s under-enrollment in the new social studies offerings, she explained how she does not know yet what social studies classes will be offered for next year, but that the department is working on that currently. She then furthered this explanation by saying, “The Massachusetts department of Secondary and Elementary Education just passed new social studies frameworks last June. Those frameworks, along with a new law regarding Civics education in Massachusetts, may well have an impact on social studies offerings at Bromfield, if not next year then in the years after that. We will know more by February.”

As for the future, Horton believes that better advertising of different classes could help raise interest levels, but that the best way to solve the issue of under-enrollment would be to create the schedule earlier in the school year, preferably completing it before the year is even out. This, she says, “would be better for everyone” as the administration would have more time to sort the schedule out and both students and teachers would be able to leave for the summer having a complete—or at least pretty good—understanding of what their schedules will look like for the upcoming school year. Yet, however helpful this would be, Horton says it is not entirely feasible due to the prerequisites students need to successfully pass in their core classes. “Teachers can’t make recommendations with first quarter grades,” she explains. Teachers make their class recommendations towards the end of the school year because they do not know what level a student will be ready for until then.

Overall, Horton concluded that Bromfield’s under-enrollment issue is not one that can be readily fixed as there are so many underlying complications; however, in the future, the process is one that can be improved with some changes to the way scheduling is handled.

# Cleaning Staff Unexpectedly Resigns

by Meenu Ramakrishnan

On Nov. 2, a married couple on the Bromfield cleaning service resigned in order to pursue other employment opportunities.

The cleaning service that was used in years prior was canceled in June. The Bromfield administration, for financial purposes, decided it was better to use the school’s own employees as opposed to hiring an outside company. The school consequently hired seven full-time employees to work for the town of Harvard.

Head of Facilities Jon Snyder said that the “married couple were pursuing other employment opportunities. It was a big loss. They were a great addition to the team, but I’m excited about their new opportunity and wish them



Just a taste of what the cleaning staff cleans up.  
Photo by Kate Selig

the best!” Snyder said after the resignation of the two employees, “We were able to hire three amazing new team members. It happened quickly and they are adjusting well. Bruce Lyons, Amy Caron, and Madalena Camargos. All came recommended by Bromfield employees.”

According to Peter Walsh, the day-time custodian, the other cleaning staff felt “surprised by their co-workers leaving and felt a notion of urgency to maintain a clean school environment.” He felt that “it seemed to bring us into closer communication with each other within the crew. We all knew that if the cleanliness of the school began to falter it would reflect badly on us all, and I believe we all stepped it up a bit within that transitional stage.”

He also added that after the couple resigned, “they sent me a lengthy text message detailing what a pleasure it had been working with Zack, the day custodian at HES, and I. They, too, were a pleasure to work with and we all wish them the best as they move forward with their lives.”



# Are Students Getting Enough Sleep?

A schoolwide poll shows that students are struggling to meet their sleep needs

*by Anya Buchovecky*

On any given school night there is a high chance that students are not getting enough sleep, despite how early they go to bed. The Center for Disease Control (CDC) states that children from the ages 13-18 need between eight and ten hours of sleep, though an article published by Nationwide Children’s Hospital, which was adapted from A Clinical Guide to Pediatric Sleep: Diagnosis and Management of Sleep Problems by Mindell JA & Owens JA, shows that teens need exactly 9.25 hours of sleep every night. However, based on the Bromfield Youth Risk Behavior survey conducted in 2018, students at Bromfield sleep an average of six hours per school night.

Sleep is crucial for teenagers. Ms. Kate-lyn Russell, health teacher, emphasized that “sleep is super important for learning.” She added that, “sleep helps your memory and learning processes in addition to helping with teen growth, recuperation, immune health, brain function, and it is especially important for athletes for muscle

repair.”

Lack of sleep has far reaching consequences. The National Sleep Foundation claims “sleep deprivation can have similar effects on your body as drinking alcohol.” In addition, the National Sleep Foundation stated that by being awake for 18 hours or sleeping for only six hours in a 24 hour period, a person’s driving skills are brought down to the level of someone with a blood alcohol level of 0.5. To put this statistic in context, a blood alcohol level of 0.08 is considered legally drunk. Both drowsy and drunk driving make it hard to pay attention to the road, impacting the ability of drivers to make rapid decisions. Sleep deprivation is linked to more crashes, as the CDC states “up to 6,000 fatal crashes each year may be caused by drowsy drivers.” To limit the chance of a crash, it is vital that teens get enough sleep if they drive themselves or their siblings to school.

Car crashes are not the only risks associated with reduced hours of sleep. Patrick Finan, Ph.D, a sleep researcher at the Johns

Hopkins Medical School, finds that people who get insufficient amounts of sleep are at an increased risk of high blood pressure, a 33 percent increased risk of developing dementia, and a 48 percent increased risk in developing heart disease. Finan also found that poor food choices can be directly linked to a lack of sleep. When one does not get enough sleep, lower amounts of leptin, the appetite control hormone, are released and higher amounts of ghrelin, the hunger hormone, are released. These hormonal differences increase one’s cravings of sweet, salty, and starchy food, which leads to a 50 percent increased risk of obesity.

In an article written by Ruthann Richter and published in Oct. 2015, The Stanford Medicine News Center claims that a major cause for US students’ sleep deficit is academic stress. Furthermore, the U.S. News reports that “in a poll teens reported spending, on average, more than three hours on homework each school night, with 11th graders spending more time on homework

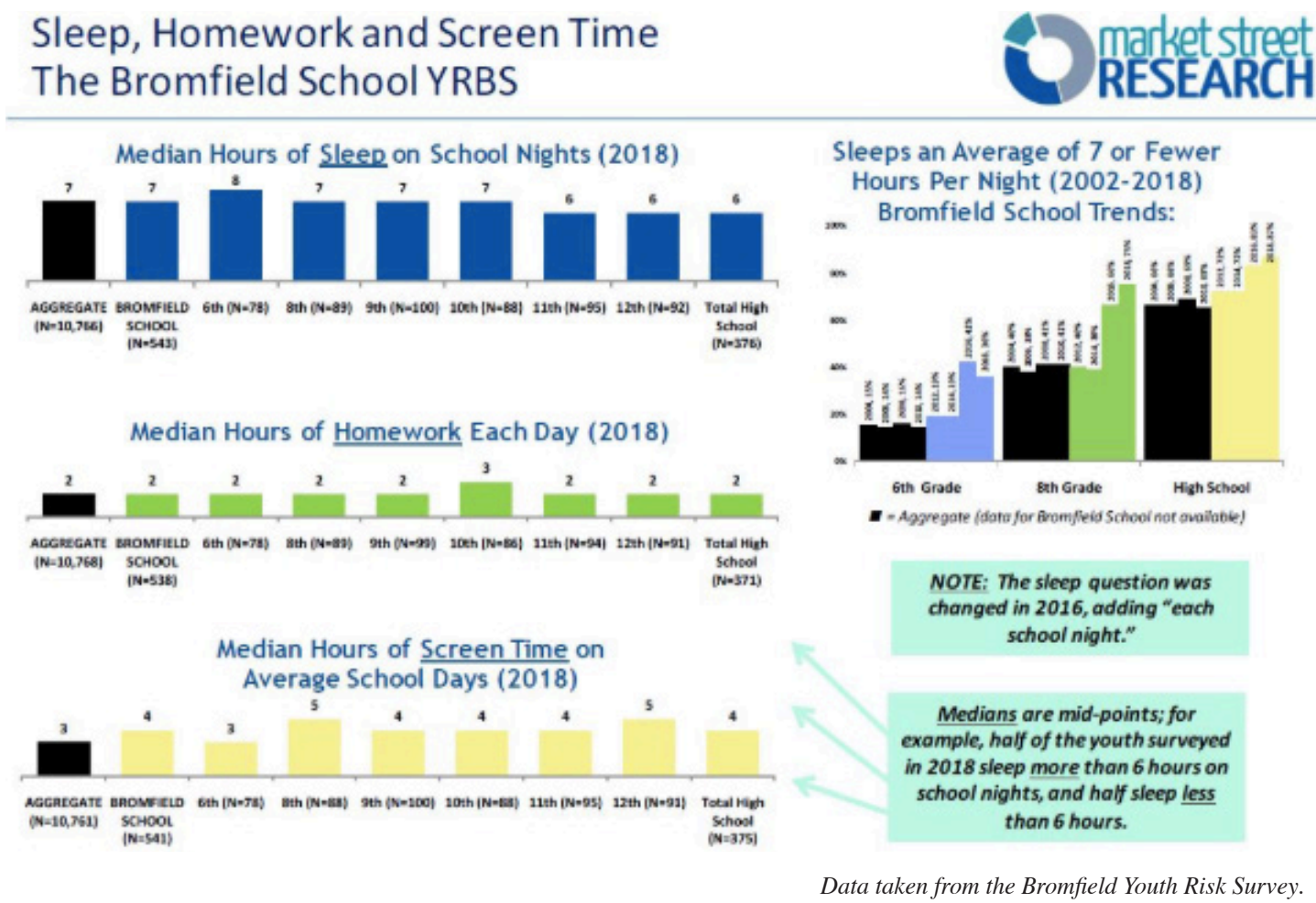
than any other grade level.” Bromfield students’ data mirrors this. In 2018, the results from the Bromfield Youth Risk Behavior Survey showed that the median amount of time students spend on homework each night is two or three hours.

Junior Anna Shlimak noted that during the school week, she gets on average seven hours of sleep per night and spends between 30 minutes and two hours doing nightly homework. It was also mentioned that the latest she had gone to bed this school year was 11:30 p.m. Shlimak mentioned that when she wakes up, she feels “really tired and unmotivated to get up” and that during the first few periods of the day she is sleepy, however throughout the day she becomes more awake. Shlimak also commented that she is, “equally as sleepy” during the mornings of weekends as she is during mornings before school.

Sophomore Hannah Chiou reported that she gets “six hours of sleep each night during the school week and has about three to four hours of homework per night, not including long-term projects, studying, or other school related activities.” Chiou also included that due to her lack of sleep, when she wakes up in the morning, “I’m usually really tired and disoriented, and sometimes have a headache. This carries into the school day and I try my best to pay attention in class but I usually feel super tired, especially if I feel the class that day is not especially interesting.”

However, sophomore Lin Lin Yu believes that “we have an adequate amount of sleep and stress at Bromfield” and that “despite our workload increasing by each grade level, we are still careful about falling into a physical and mental state that is harmful to any student.” Yu explained “in high school we are taught to be more mindful about our decisions” and emphasized that “maintaining a support system” is an effective way of managing believes that there is a correlation between a lack of sleep and high levels of stress.

In conclusion, based on Bromfield’s Youth Risk Behavior Survey, which found that students sleep an average of six hours a night, students are not meeting their sleep needs, impacting their health and their well-being. By not getting enough sleep students are more prone to car accidents, eating unhealthy foods, and making poor decisions.



# Freshmen and Staff Members Comment on Climate

*by Jason Zou*

According to the National School Climate Association, school climate is defined as a multidimensional concept that refers to the educational, social, and physical experience of a student attending school. Interviewing a variety of Bromfield students and teachers about their views on the school’s climate serves as an indicator for how Bromfield generally fares.

The physical dimension of school climate is the easiest to spot upon entering an academic setting. Components of this include the appearance of the building and the safety and comfort of students. To address the severity of bullying and the forms it takes in the social media age, Bromfield adopted programs such as Flex and Second Step. The intent of these programs was to discourage kids from bullying. “We talk about how to interact with other people and healthy relationships, and how to properly use social media. All of these things are preventative measures to hopefully prevent bullying,” said Ms. Susan Chlapowski, a guidance counselor at Bromfield.

As for student views on their safety at school, Freshman Aidan Long commented that he felt safe in the current physical condition of the school, as well as from bullying.

Long said, “Teachers have always been very hands-on in terms of social situations. I find they always try to get involved if they ever see a conflict, especially in the younger grades. I’d say the school tries to be very proactive and creates ways that students can deal with bullying. There also are various guidance counselors and other things that you can go to if you feel like you’re being bullied.”

The social dimension of school climate is evaluated by the quality of relationships and treatment of students by school staff. Providing a good social environment for students requires staff members to treat each student fairly and equitably. The degree of competition and social comparison in a school also falls within this category. Freshman David Beckett, a new student at Bromfield, said, “I think the teachers treat all the kids fairly and equitably and always are there to help,” about his relationship thus far with teachers. “The teachers too have a strong relationship with students at this school especially.”

When asked to comment about the degree of competition at Bromfield, interviewees agreed on the fact that competition can be good in moderation, but may get out of hand. “I think that a high degree of competitiveness can impact a student’s self-esteem... We are always striving to

maintain a good healthy challenging environment,” said Chlapowski.

The educational dimension of school climate revolves around the teacher’s job in establishing expectations and monitoring student progress. Setting expectations for students can potentially shape a student’s thoughts on how they are progressing in an academic setting. Mr. Christopher Jones, an educator at Bromfield and member of the Balance Subcommittee of the School Council, said, “I think that it’s important to have high expectations for kids but not expectations that are unreasonable. If you set them a little high and make it challenging but not overwhelming, then kids will rise to the occasions. It’s a fine balance.”

In middle school, Bromfield has teams for each grade level, which makes it easy for teachers to communicate with other teachers about their students’ progress. This form of communication ensures that teachers understand a student’s struggles and achievements to help them reach their fullest potential. However, in high school there no longer are formal teams of teachers that meet for evaluation of student progress. Nonetheless, many Bromfield teachers regularly offer help or contact parents when students are facing difficulties.



# Health Society Investigates International Issues

by Charlotte Foley  
(a member of the Global Health Society)

The Global Health Society is a recent addition to Bromfield that aims to bring global health awareness and leadership skills to its members. The club stems from



The Global Health Society discusses in a roundtable during weekly club meeting.  
Photo by George Shen

an organization from Harvard University called Harvard VISION which “aims to improve optical health, educate youth to be civically young minded leaders, and improve collaboration among global health groups.” Bromfield’s new club is a chapter of Harvard VISION, as well as its own independent group for learning about health worldwide. The club meets every other Tuesday at 7:10 a.m. in faculty advisor and health teacher Katelyn Russell’s room.

### Why join?

Russell said members of the club would gain a better understanding of global health issues, skills for developing and presenting case

studies, and community service opportunities.

Freshman Maggie Redinger said that she joined the club to give back to her community. “It’s important to be aware of the issues that others less fortunate than us have to deal with every day,” she said.

Sophomore Emily Douglas had a similar reasoning: “I want to be part of not just my local community, but a global one as well.”

### How are meetings spent?

At meetings, club members discuss a particular global health issue, brainstorm and organize fundraising opportunities, work on case studies, and more. Each month, members of the club choose a global health topic and explore it during meetings to gain in-depth knowledge about issues they care about.

### What are the club’s goals?

The club has already set a few goals. They hope to raise \$50 a month to fund cataract surgeries in India through Harvard VISION. Additionally, their long-term goal is to fundraise enough money to organize

an international service trip for members to “get a hands-on experience and apply new knowledge,” according to sophomore Michelle Mazzu.

Mazzu and sophomore Vivian Liu take on the responsibilities of chapter presidents: leading meetings and organizing fundraisers. Mazzu recommends the club to “anyone who wants to explore STEM related fields, improve their writing and public speaking skills, or join a club that can help them give back.” Through practicing writing case studies and giving speeches in preparation for conferences, they hope to employ and improve these skills.

Harvard VISION hosts a Global Health and Leadership Conference in April that the Health Society will attend. The conference features various experts who educate the groups on topics such as access to clean water and malnutrition. Students also have the opportunity to participate in case studies and presentations with students from other schools. “It’s a great experience to meet people from all over,” said Mazzu.

# Music Department Teams up with Fanfare to Restore to Piano to Former Glory

by Bodhi Chadran

On June 4th, with the help of Bromfield’s music funding organization Fanfare, the Bromfield School reintroduced a historic Harvard instrument onto the stage of the Cronin Auditorium. After decades sitting unused at Town Hall, the 1931 Steinway Model M Piano was refurbished and brought to the school.

This particular piano has historical importance to the music community of Harvard. The president of Fanfare, Tim Clark, explained that the piano was originally purchased for the second floor of the Town Hall, where a series of popular dances were held. However, when offices were built on the second floor in 1985, they took up the previously open space upstairs, making the stage unusable, and in turn, the piano as well. Years later, when Town Hall was to be fully renovated, the piano was at risk of having the same fate as other neglected furniture: being sold at auction. Clark deemed it important to protect this piece of town history, and considering that a restored Steinway M series piano can be worth up to \$40,000, he saw the option to restore the piano as a “no-brainer.” He said that, while Town Hall was not interested in the piano, luckily, Bromfield’s music department was.

Mr. Nikolaus Hunt, a teacher and frequent contributor to the Bromfield Music Department, explained that the music department had the option of choosing between a Baldwin semi-concert grand piano and the Steinway Model M, but decided to refurbish the Steinway, primarily for the fact that at five feet and seven inches, the piano was more appropriately sized for Bromfield’s choir. On top of that, Steinway is said to be one of the most prestigious piano manufacturers in the world. In regards to the history of the piano, Hunt said, “It was built in a small window of time from when the depression hit to when the Steinway factory shut down for almost a couple years.” The Model M was built during the tail end of the “golden age” of Steinway pianos, and much of it was made by hand. Clark furthered that “Steinway has been the premier piano builder in America since it was first patented in 1857... In particular Steinways from the 1920s and 1930s used some of the finest materials back when high-quality materials were abundant.”

Of course, the piano would be of little use without its restoration. Hunt recalled that on the recommendation of Fanfare, the school hired Tom Roark, a highly respected piano technician at Mason and Hamlin Pianos in Haverhill. Hunt described the process, saying, “They got right to work. Tom Roark started restoring it and did a very extensive restoration. It has all new hammers, hammer felts, all very meticulously set, and the piano keyboard action was all regulated.” Hunt specifically identified the piano’s ivory keys as being preserved. While it is illegal to produce new ivory keys or purchase any pianos that have ivory keys on them, refurbishing already existing ivory keys is legal, thus making pianos with them still intact



Mr. Robbins and Mr. Hunt showcase the new piano.  
Photo by George Shen

very valuable. Hunt thus predicts that the refurbishment will offer a very high return on investment to the school.

Restoring this piano has been a very long and important process for Fanfare and the music department. “There’s been money sitting in Fanfare’s account designated to specifically this renovation since the early 2000s... and then a year and a half or so ago Fanfare and the department came together and said ‘this is a priority for us, this is what we want to get done,’ and people helped make that happen,” said Bromfield band teacher Mr. Craig Robbins, regarding the process of initiating the restoration. Mentarily, it is the largest project that the music department has ever taken on, as Robbins says, followed by the new riser system put in with the help of the school committee, the Harvard Schools Trust, and the PTO. For many people in town, this has been a long overdue accomplishment.

Although restoring the piano was a great accomplishment for Fanfare, the piano still has a few projects that require additional funding. According to Clark, Fanfare raised \$9,600 out of their original goal of \$14,000 for their “Piano Improvement” program, including the Steinway’s restoration along with a proper cover for the Steinway, a piano dolly, a new bench, and an amplified electric keyboard. In reference to how the music program will utilize the electric piano, Robbins explained that an electric piano is much easier to move from room to room than the acoustic Steinway, and has a much lower cost. The electric piano is to be used for rehearsing in spaces that are not the primary rehearsal spaces.

Fanfare plans to continue funding piano components by hosting upcoming events, some of which are still being planned. One upcoming event is a Jazz night in the Bromfield cafeteria on Feb. 1. This event will feature jazz ensembles from both the middle and high school, along with a 10 piece professional jazz group that Robbins will be playing with. In addition to the Jazz night, there will be a home jazz concert on Feb. 10, featuring local jazz group the Rebecca Cline Trio, with free admission for Bromfield students.

# Beacon Churns Out Yearbook

by Camille Gomez

The Beacon is a club of students who work on the high school yearbook, which will come out on June 4 this year. The club meets every Monday and Wednesday at 7:00 a.m.

Mr. Peter Murphy, the club’s teacher advisor, has been in the role for the past 18 years. The yearbook is usually finished by April vacation, with hours of effort put in beforehand to make it of top quality for students and the staff to enjoy. “That’s the goal, we really want it to come out well. It’s not as hard to get it done, but to get it done well, that takes a lot of time, by a lot of people,” Mr. Murphy stated. Six editors are primarily in charge of putting the pages together, each handling a section of the book.



Memories of years past.  
Photo by Kate Selig

Senior Chloe Fitzgibbons, the sports section editor, says that the most fun part of putting The Beacon together is talking about what they’re going to include in it. She stated that “I enjoy being a part of making something that will stand as sort of a time capsule of this year.” She said that one of the hardest parts of being in the club is the time commitment. She said that the group has strict deadlines that need to be met and when other members of the school community aren’t timely with their responses, it’s harder for them and pushes deadlines back. However, she concluded that “on a whole, people are good about getting back to us which is nice.”

Senior Sasha Fraser, the senior section editor, is in charge of choosing superlatives, sending out forms to the senior class, and designing the layout for each page. Fraser stated that one of the hardest parts of working on The Beacon is that “everything we do on The Beacon is very time sensitive because we have to have the book finished by March and that requires cooperation from all parties involved.” While sometimes people don’t respond to their emails or their forms, she noted that “it’s been a lot of fun sending out polls and superlatives to the senior class because I feel like I’m getting to know our class better and some of the answers can be really funny.”



# Selectman’s Stance on Harvard Issues

*by Shreya Kumar*

Richard Maiore is Harvard’s newest member of the Board of Selectmen. He has lived in Harvard for 40 years. In addition to being a selectman, he is a member of the Harvard Cultural Collaborative, a team working to find new uses for the old library. Maiore describes the reason for their endeavors: “It’s a beautiful building, and I don’t really like to see it just sit there.” He also served on the Economic Development Committee for five years, which investigated the possibility of more businesses establishing themselves in Harvard.

The Board of Selectmen’s role, according to Maiore, is to “determine the policy for the town in terms of personnel, budget, [and] priorities.” He elaborated that for this reason, it is important to make sure that the committee members are elected fairly and have a great interest in their work.

In order to be elected to the Board of Selectmen, one first needs to be nominated at the town caucus, and after 90 days, an election for the town is held. Terms for each member are normally three years long. However, Maiore’s term is two years because he is replacing Ken Swanton, a former Selectman. Maiore first grew interested in becoming a member of the Board of Selectmen because his father used to be one when he grew up in the town. Maiore explained that he thought that becoming a member of this committee would be a great way to make a positive impact on other people in Harvard.

One of the largest issues currently facing the Board is a purchase of new land for the town. There are benefits and drawbacks to taking the land and leaving it. As explained by Maiore, reclaiming the land would result in more revenue from businesses, which is good for the town. However, taking over the land would essentially double the size of Harvard. More police officers and firefighters would be needed and new stations would need to be built in that area. New children would need to be educated and bussed in. The elderly would need to be taken care of. All of these endeavors would cost money.

Maiore believes that caution is needed when moving forward with this issue. He maintains that the effects of taking back the land from Devens supersedes the amount of money that the town would receive. It would fundamentally change the character of the town. Along with all of the industry, Harvard would have to assimilate thousands of people into it. One thing Maiore knows for certain: “If we take back Devens, Harvard will no longer be a small, rural town.”

**Future Plans**

Maiore has visions and goals for both the Board of Selectmen and Harvard. In the Board of Selectmen, he would like to see “better communication with the public, [and] town residents. Better engagement, more folks in town. ... I’d like to see younger, more diverse volunteers. I’d like to see more diversity—age, gender, everything.” In terms of the town itself, Maiore would like “more connectivity, meaning more places for residents to meet besides the General Store. Greater trails, side-walks, bike paths, to connect the different areas of town together. I’d like to see a new fire station in a place that makes sense logistically. And I’d like to see us figure out what to do with Devens.”

Maiore would also like to see a reasonable amount of economic development in Harvard. “I would like to see a mix of enough business [so] that people can have the services they want, ... and these are things that I’ve continually heard that people would like in town.” Businesses bring revenue, and may also be the instruments that allow the town to achieve some of its standing goals. “And you can also make them do things, like ‘Hey, when you show up, you need to put in some side-walks.’ And suddenly, we start creating sidewalks. Right now, you can’t go from Dunkin Donuts to the post office without getting in your car.” However, he does talk about the downsides of such a change. “It creates more traffic, more noise. ... It’s a challenge, but I do think we could have more businesses, the kind of businesses that people would like.”

# Hunter Carroll Hopes to Make a Name for Himself

*by Mackenzie Curtis*

In a world filled with an ever-changing music industry and ample opportunities, senior Hunter Carroll hopes to stand out by using his songwriting skill to make a name for himself. Using Soundcloud as a starting point to his music career, he has big hopes for his future in music. Claiming that “the sky’s the limit” in regards to his pathway to success, Carroll hopes to make his music more relatable to everyone. In more ways than one, music is a huge aspect of his life; the young artist uses this to his advantage as he hits the ground running with his music career.

Carroll transformed his love for hip-hop music into a hobby that he finds himself “losing track of time doing.” His fans and Instagram followers know him by “milesthekid,” a self-generated stage name. His passion for music stems from his love for expressing himself through heartfelt lyrics and fashion designs.

When senior Alex Magan, friend and DJ collaborator, asked for help with lyrics for a song in freshman year, Carroll’s outlook on music changed forever. He believes that unique lyrics are of vital importance to the music world, as he stated, “no one has a reason to listen to the second version of another person or song.”

Carroll finds joy in creating the “school buzz” that surfaces with the releases of his new material and performances. Soundcloud, an audio distribution platform, is by no means his only source of self-promotion. This past fall, he constructed a music studio in the barn at his family’s home, equipped with recording software, professional microphones, and acoustic wedge panels. The panels improve the overall quality of his music and enhance the sound waves by controlling their direction throughout the 11.5-14ft studio.



Carroll goes by “milesakid” online. Photo provided by Carroll

He has made outstanding connections with Massachusetts local artists such as Benjamin Glover “BGloves”, Gus Angulo “OhDeepThought,” and the group “Wlf Pak.” Carroll performed with them in the group’s first concert at Harvard’s General Store. He also individually performs individually at Bromfield’s Fall and Spring Coffee Houses every year.

Eventually, Carroll hopes to make his music more relatable to all listeners and produce music videos for his songs, with the technological help of senior Mitchell Farley, a close friend, collaborator, videographer, and promoter.

Everyday Carroll is motivated by his aspirations of influencing style, making his lyrics relevant, and ultimately earning a living from his musical talent. The continued support from his friends, family and classmates help encourage Carroll to do what he loves.

# Profe Rosal Perseveres Through Change

*by Shreya Kumar*

Profe Olyan Rosal, known affectionately as “Profe” to her students, was born in Caracas, Venezuela. She wanted to be a teacher when she was a child, but her parents suggested otherwise because teaching was a low-paying job in Venezuela at the time. For this reason, Rosal decided to choose another career path: law. She graduated from law school when she was 21 years old, practiced law for three years, and eventually started her own practice.



Profe Rosal moved to the US in 2001. Photo taken by George Shen.

She moved to the United States on Aug. 26, 2001—15 days before the terrorist attacks on the World Trade Center towers in New York City. Rosal explained how the timing of her move affected her experience: “It was a tough year. To be an immigrant, that year, it was really awful. I missed my people there. After being very active in Venezuela, it was hard to be here consuming our savings. My husband came to complete a Master program, and I was not allowed to work with the F2 Visa. We came here and two weeks after was 09/11. It was very stressful. Immigration rules changed. It took...my family six years to complete the process.”

She went on to explain how her life changed after immigration. She described difficulties in assimilating into the American education system and in adapting to life in a different country. Food did not taste the same for her. She recalled that she stopped eating chicken because she found it tasteless. However, one source of light shone through the difficulty for her: learning English. After Rosal moved, she grew to love the language. Her English teacher inspired her to become a teacher herself. Her passion for her profession is obvious: “I love to be with young people. It’s the only way I can teach my culture, so I think it was a good fit for me. And I don’t regret that.”

Now she is a Spanish teacher at the Bromfield School, teaching Honors 2, 4,

and 5 Spanish. Rosal described her culture, particularly speaking Spanish, as playing a pivotal role in her life. She never thought that she could earn a living through Spanish, which is constantly present in her everyday life. She described it as being a method through which she can share her culture with her family. She explained, “... we speak Spanish all the time at home. It is the way that I can keep the culture in the house. I think with food it is different, because we eat different food from here and from different countries, but it is like Spanish is the rule and the law in my house, so it is the only language we can speak there.”

Throughout her life, Rosal has faced many obstacles. However, they gave her important qualities. “I think obstacles have taught me to be strong,” she said. “which I love. In life, in every path you choose, you have obstacles. But I think all of them make me stronger.”

Rosal has came up with many “mantras” to help guide her. Some of them include “perfection doesn’t exist”, “if you overthink, you sink”, “creativity is the way to go”, and “I don’t agree with the word ‘mistakes.’” She later explained what the latter means to her: “Mistakes means failing, and when we are learning, we cannot talk about failing, because it is a process. Especially in a language, I think we cannot talk about mistakes because it is progress. We learn from mistakes.”



# Bromfield Explores Diversity at First Multicultural Dance

*by Jordan Hoover*

On Nov. 30, 2018, students from grades 7 to 9 came to the Bromfield School to learn about various cultures, from fun dances to exotic and delicious foods, at the first annual multicultural dance. The dance was hosted with the help of the Harvard organization Arm in Arm, the Class of 2021, Student Council, Bromfield administration, and community members.

The dance officially started at 7 p.m. as students slowly

was soon accompanied with joy and laughter. Alexandra Demetros, a 7th grader, described the dance as “bright, exciting, and loud.” A long, extensive table was placed at the side of the room, filled with various desserts and food from different cultures. By 9 p.m., the table of food was long gone, devoured all by the hungry dancers. The students went home with smiles and tired feet.

Last year, Arm in Arm reached out to the Class of 2021 to suggest ways to help Bromfield become more aware of

representative and member of the student council explained, “Arm in Arm got in contact with us and reached out, saying that they wanted to help promote multicultural awareness in our school. And so we thought it would be a really good thing and dance to do, to get awareness to all the grades, specifically 7-9th grade.”

Since Arm in Arm reached out towards the end of the school year, students and administrators decided to have the dance in the fall of 2018, giving them lots of time to plan. Even though the Class of 2021 was limited to planning instead of attending the dance, many students came to help out, by selling tickets, teaching dances. Along with Arm in Arm, many leaders on the student council helped organize the dance as well. Most of the volunteering students were either part of the student council, the Global Competence Certificate. The parents of students also played a big part in organizing the dance. Math teacher Mrs. Kellie Carlucci said, “I think it is really great, the really different foods we have. Because parents from about 10 different countries volunteered to bring in food so the kids can try all different things.” Carlucci, described the dance as a “community event” because of all the help that came from different places and people.

Ellen Sachs Leicher, a member of Arm in Arm who helped organize the dance, shared, “Maybe a little eye opening, we all have different cultures and dance is important to every culture. Dance is somewhat similar. Today if you listen to Greek music and the Israeli kind of music, they sound very similar they come from similar parts of the world. Bollywood music is a bit different. We are trying to open everyone’s eyes, we dance here the American way, but we can dance differently in different countries.” Since dancing is a universal language, the organizers thought that having a multicultural dance would be a great way to show the different cultures. Suraiya Suliman, another Arm in Arm organizer, noted “It’s a very uniting thing. When we have fun together, we forget differences and we are all the same.”



*A group of students line up to dance.  
Photo by Jordan Hoover*

entered through the school doors. Community instructors taught three dances from different parts of the world including a Bollywood dance, a Greek dance, and a Hebrew dance. Many students were shy at first, but later joined in dancing in the new learning experience. The dance floor

various cultures. Arm in Arm is a group of people who promote diversity in Harvard. The organization was created two years ago after the rock incident when hateful and offensive symbols were drawn on a rock outside of the Bromfield School. Brooke Caroombe, a 2021 class rep-

# Coffeehouse Showcases Music and Poetry

*by Meenu Ramakrishnan*

On Nov. 16, The Review presented the Fall Coffeehouse with events ranging from music performances to poetry readings. The Review has hosted the Fall Coffeehouse for the past 18 years, advised by Mr. Peter Murphy. The event raises money to fund The Review’s yearly publication composed of short stories, essays, poetry, photographs, and drawings from Bromfield students.

The Coffeehouse included performances from a variety of juniors and seniors, many who were also members of The Review. The first performance was senior Liam Wang, who played the guitar while singing country-inspired songs, followed by junior Colleen Makosky, who also sang while playing the guitar, performing a more rock-inspired set. Fiona Morrison, a junior, read a few poems from a book she had chosen. Next was junior Tommy Wacek, who played the electric guitar. Junior Fiona Nash performed a skit-like poem, earn-



ing some laughs from the crowd. Nash’s performance was followed by a piano and singing piece by junior Shreya Kumar who sang a song with English and Hindi roots.

An intermission followed, where the audience was left to talk and eat the food

that was set up on the tables. The Review worked to produce a calming atmosphere, with only the fairy lights illuminating the cafeteria and the tables covered with soft cloth. After the intermission, junior Romy Hermans read a poem about her childhood fascination with Hannah Montana, followed by a guitar performance by senior Chloe Fitzgibbons. Junior Raiya Suliman talked about the inner struggle of being a Muslim American in the form of a short story she had written the year prior. Senior Hunter Carroll performed a self-written rap song.

The club’s lead editors are juniors Colleen Makosky and Fiona Nash, and the art coordinator is junior April Steffek-Vogel. Nash says her main goals include “involving the underclassmen” and “publicizing the event more.” The next coffeehouse will be in the spring and The Review hopes to “seek out people who we know play instruments or are aficionados of writing and poetry.”



# Harvard Lawsuits Lack Obvious Solution

by Athena Wang

As of now, there have been two major lawsuits against Harvard University, both of which lack a good solution regardless of any proposals. One lawsuit alleges discrimination against Asian American students in the application process while the other alleges discrimination based on gender because Harvard hosts single-gender clubs. Both lawsuits have the same noble goal: creating a fair method of evaluating applicants to Harvard. However, I don't believe a win for either side will reduce the discrimination and inequality found in the application process.

According to the New York Times, the Students for Fair Admissions filed a lawsuit Harvard University in 2014, but the case only recently went on trial as NPR stated in an article published Nov. 2, 2018. This lawsuit regarding the admission process, to me, is the more complex of the two lawsuits.

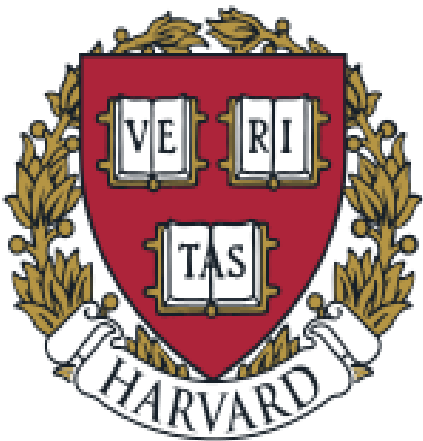
Having part of the admission process be solely based on ethnicity or race is strange—hypothetically, a person's heritage or culture should not affect their aptitude more than other factors such as socioeconomic status or level of education. While striving for diversity is commendable, forcing diversity can create some level of inequality. If a college admits based on a quota for how many Asian American students may be admitted, it most certainly will deny Asian American students just as qualified as their peers with other ethnic backgrounds.

However, if a university admits with no regard for ethnicity, it would present problems as well. Currently, in the United States, a white citizen with the same socioeconomic status as an African-American citizen is given more opportunities. According to the American Psychological Association, 39% of African-American children and 33 % of Hispanic children live in poverty, compared to 14% of other ethnicities in the United States.

This economic setback could certainly be reflected in acceptance rates without the consideration of both socioeconomic status and ethnicity. Furthermore, this inequality affects certain ethnic groups more than others, which can then affect their ability to be accepted into certain universities.

Either way, it is a loss for Harvard University. By determining certain percentages of ethnicities to promote diversity, they deny students who would have otherwise been accepted without hesitation. By focusing on a student's aptitude and achievements, they run the risk of a lack of diversity due to inequalities already present in the United States.

The same can be said for the lawsuit regarding single-gender clubs at Harvard; however, this situation is more cut and dry. WBUR stated that Harvard University recently penalized clubs that only admit one gender, such as an all women or all men's club. Harvard University imposed sanctions as a direct result of increased sexual assault reports.



A spokeswoman for Harvard University, in an interview with WBUR, stated "...it is the expressed expectation of this community that Harvard should not become a Greek school. Harvard should not have to change its commitment to non-discrimination and educational philosophy for outside organizations that are not aligned with our long-standing mission."

A "Greek school," according to Campus Explorer, is Greek life on a college or university campus. It refers to social clubs that allows students to network and find friends on campus, and may involve living in one building with other people in sorority or fraternity groups. Fraternity groups, according to Merriam-Webster, are groups organized that shares a common interest, and sorority groups are groups on campus dedicated to women.

Much like the lawsuit regarding discrimination against Asian Americans, Harvard University really has no way to come to an acceptable solution. If they allow or deny single-gender clubs, sexual assault reports will come in nonetheless. Banning these clubs is not a direct solution to that problem; if there is a direct solution, it would appear that no one has found it yet. Both lawsuits are prevalent for the high school at Bromfield. Students aiming for top tier schools like Harvard, Yale, or any college in general should keep in mind there is no clear right side to this issue and take care while preparing their college applications. If a college admits based on quotas as is the case with Harvard right now, it may affect a student's chances of getting in.

Overall, this issue has no clear resolution. As I see it, Harvard has no way to win, and neither do the people who filed lawsuits against them. Any suggestions a judge may give will most definitely leave both sides unhappy.

# Education Designed for the Real World

## Project based learning

by Bodhi Chadran

Project-based learning (PBL) has emerged as an innovative and popular new way to teach. Although Bromfield faculty is very progressive and creative in their teaching style, I believe that more intense implementation of PBL can increase students' engagement.

PBL is a model for teaching that bases learning around projects, and although it has been in use for decades, it is now starting to become accepted as a valid method of teaching. In some cases, it is replacing lessons which would normally involve a teacher instructing a group of students who are expected to retain the information. According to The Purdue University Press, the characteristics of a PBL session include minimal structure for lessons, self-directed learning, and application of previous knowledge to a realistic situation. Project-based lessons tend to be more hands-on and engaging to students, resulting in more active learning.

PBL better prepares students for life beyond school by making improvements in their social and decision-making skills. In a study done by researchers from the University of Illinois at Urbana-Champaign published in February of 2016, 764 fifth-graders from eight different schools were separated into three groups, a group taught with PBL, a "Direct Instruction" group directed by a teacher through straightforward lessons, and a control group. The PBL and Direct Instruction groups were given a daily, hour-long class on "wolf management", but the control group did not take this class. The students in the class were taught with a booklet that compared opposing opinions about eradicating wolves from communities, intended to show the importance of evaluating both sides of an issue.

By the end of the unit, the students were given a task to see how their decision-making skills transferred over to a real-life situation. The task was to decide if they should notify a teacher of a student lying, based on a hypothetical situation to which they responded in an



essay. The students scored well on the essays if they showed consideration for both sides of the problem, offered multiple reasons and moral principles, and were clear in their consideration of said principles. Overall, the study concluded that students taught with PBL developed statistically significantly better decision-making skills.

An example of PBL being implemented with older students comes from high school English teacher Brandie Provenzano via Edutopia. One year, Provenzano decided to change her usual mandatory 11th-grade research assignment from a typical paper to an engaging, realistic PBL experience. In groups, the class began looking into topics that they felt a personal attachment to. Through the process, the class had to email experts, schedule and plan interviews and surveys, and find sources on their topic. Provenzano learned that as a result of her decision to make a much more hands-on, collaborative assignment, her students were forced to improve their creativity and problem-solving skills as well as take risks. A project-based learning model puts students into a position where they have to apply non-academic skills to settle issues and thrive in a collaborative, social setting.

From my experience, I see that many teachers at Bromfield see the

value in a PBL-style learning environment, whether they realize it or not, even if it's simply allowing students to propose their own project ideas. I do, however, believe that with an added effort to make more student-guided lessons, such as designing a product or researching a problem students see in society, most teachers would see a rise in interest from their students. I think an appropriate step forward would be for teachers to follow in Brandie Provenzano's footsteps, turning something like a conventional essay into a project governed by the students' interests. I also would suggest that like Provenzano, teachers encourage students to interact with the outside world to find information, whether it be through an in-person interview or an email, which Social Studies and English teachers are already working to incorporate. For me and likely many other students, this would give the impression that our school work affects and is affected by what happens in real life, and solidify the belief that school projects can serve a valuable purpose. If every Bromfield teacher were to just slightly adjust the way they approach teaching to fit the PBL strategy, I would predict that fewer students would say, "I'll never use this information in the real world."

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THANK YOU HARVARD SCHOOLS TRUST



# Breaking Down School Start Times

*by Charlotte Foley*

With school starting at 7:45 a.m. in the morning, it is almost impossible for the average Bromfield student to get a healthy amount of sleep.

Teenagers need between nine and nine and a half hours of sleep each night according to Michael Crocetti, M.D, a Johns Hopkins pediatrician. Unfortunately, the results from the 2016 Harvard Youth Risk Behavior show that 83% of high schoolers sleep seven hours or fewer each night.

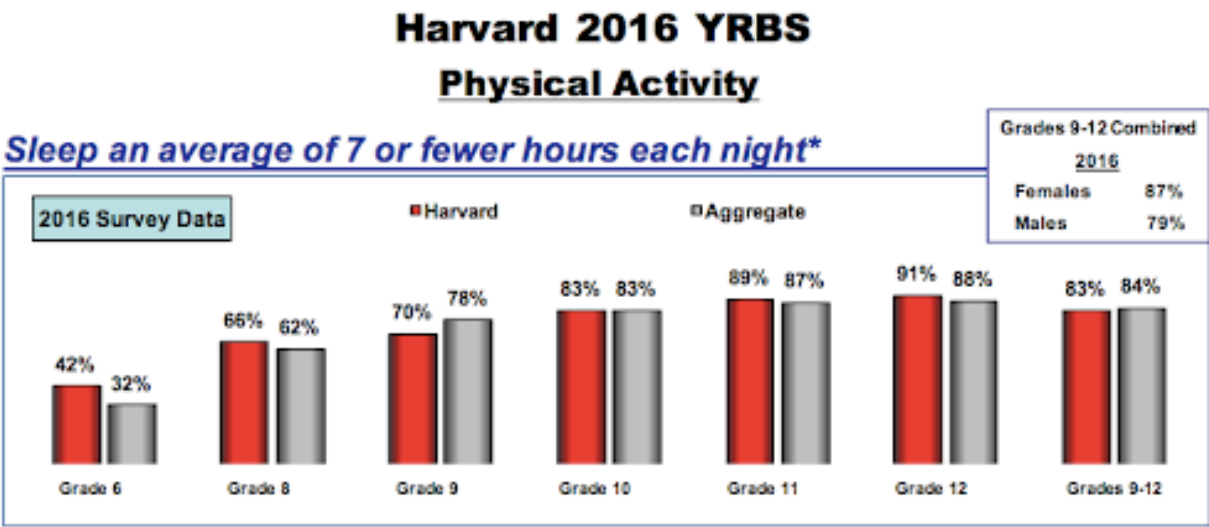
Why do most high schoolers sleep two hours less than the recommended amount? The main reason is that their high school schedule does not match up with their teenage circadian rhythm. Circadian rhythms are our body’s 24 hour clocks that control when we sleep. These clocks change as we age. While adults are inclined to wake up earlier and go to bed earlier, teenagers naturally wake up and go to bed later. School hours are working against our body’s natural sleep schedules. The Center for Disease Control and Prevention advises that schools should start no earlier than 8:30 a.m. to provide students with optimal health and a sufficient amount of time to sleep. Some

school districts in Massachusetts have already begun to make this change. A study done by Masconomet Regional school district committee member Hagan Rivers found that 12% of the top 50 school districts in Massachusetts have pushed their schools start times back. Concord Carlisle High and Needham High are a couple among the schools that made appropriate changes to start times. 65% of the schools Rivers inquired about said that they were considering a change, including Bromfield. When Rivers asked the Bromfield administration, they said the topic had been “talked about on and off” and that it was “not an active discussion.”

Sleep deprivation is more dangerous for high schoolers than you would think. According to the National Sleep Foundation, it has similar effects on your blood alcohol level like drinking alcohol does. This means that drowsy driving can be mistaken for drunk driving. Many newly-licensed juniors and seniors drive themselves to school at early hours, and since they do not have a lifetime of driving experience, they are more susceptible to the dangers of drowsy driving.

Additionally, the US National Library of Medicine reports that because of sleep’s impact on cognition, a lack of sleep negatively alters one’s mental health, school performance, risk-taking behavior, and more.

With these factors in mind, early start times unnecessarily endanger student health. This also means that pushing back school start times would greatly boost health. Thus, the administration should turn student sleep into a school priority by making the issue an active discussion and determining how changes to school start times would benefit their student body.



Harvard Youth Risk Behavior sleep results report a high number of Bromfield students sleeping less than seven hours per night.

# Cheering for Pep Rally Change

*by Jason Zou*

Bromfield pep rallies are on a positive trajectory, but two reforms would make them perfect. The first is further including Bromfield students from a variety of extracurricular disciplines. The second is making the rallies optional.

If pep rallies are really meant to encourage unity, why do we spotlight athletes above other hard-working kids? Bromfield students are some of the hardest working people I know of, no matter what club or subject they put their work into. I find it disheartening that athletes have an entire event to celebrate their achievements while non-athletic students lack recognition for their crafts that also take time and effort. After all, Bromfield is so rich in unique and diverse clubs that contributes greatly to the community. I would like to see kids from all talented backgrounds, ranging from music, art, non-traditional sports, and even literature take part in this festivity.

It’s nearly impossible to get everyone to join in as not everyone favors the chaotic nature of pep rallies. There will reach a point at which the recycled theatrics to get the crowd hyped will reach their expiration date, and people will no longer be as attentive. Eventually, the unhappy and insincere attendees will weigh down the mood and spirit of those in their proximity. My solution is to give those people what they want, a place of solitude like the library or a study hall. After all, pep rallies are for students who want to support the endeavors of other students, and those who don’t take school spirit seriously should have the option to not attend.

In conclusion, it’s clear that pep rallies are more exciting when everyone is involved. Having more inclusivity and diversity in what is congratulated is a necessity. I would like to see a showcase of a wider range of talents, rather than a small circle of athletes. Making these events non-mandatory may further accentuate the sight of unity and spirit within the crowd, as those insincere students are filtered out. A smaller sum of people who all avidly support other students great endeavors is a stronger crowd than a stadium full of mute participants.

Pep rallies truly have the potential to unite a community, but ours need to undergo some reforms if we want them to make the most impact.



## News: Tracking Teja

cont. from page 3

we know tell their story.”

In the meantime, Dr. Dwight has stated she will continue her efforts with the Inclusion Committee, as it is a project she personally introduced to the administration. Particularly, she is interested in how the idea of diversity can be “woven into the fabric of the school,” which can already be somewhat seen in the school. For example, cultural events such as the recent multicultural dance and, in past years, the Ludo festival. She also mentioned how the administration purportedly looked over the English curriculum to try to see if it were possible to include books by different authors apart from the English literary canon.

Apart from these activities, the Inclusion Committee will continue to research better ways to implement and support discussion of differing perspectives in the school environment—not solely in diversity of ethnicity, but differences in political belief as well.

After a recent climate survey, which are used to gauge how students feel about certain major topics, Dr. Dwight mentioned how they discovered that students in Harvard were accepting of a wide majority of issues, except for those related to political differences. Especially since there is a “liberal Democrat majority and a conservative Republican minority” in the school, she stressed how important it is that students on both sides realize that this difference in belief exists here, and that it is possible to “consider the conservative Republican as a minority being mistreated in classes by the majority.” To which she added: “And you wouldn’t think about it because you would think: ‘Inclusion is about race.’”

In the future, she hopes to implement better teaching methods that facilitate beneficial conversations around difficult issues in classes that avoid the issue of someone simply saying something along the lines of “I’m going to shut you down because I disagree with you,” and leaving it unresolved.

Although she feels proud of how much the committee has already accomplished, she is determined that the committee continues to stand. As she states: “The work isn’t done—I don’t think it will ever be done.”



# Bromfield Flourishes in the Wintertime

A Photojournalism Project by Vivien Jamba



Bromfield Cares sets up an annual Giving Tree with gift requests for others in need.



Mitten ornaments on the Bromfield Cares' Giving Trees wait to be taken by those looking to buy gifts for kids in need.



Bromfield's courtyard is completely covered in snow.



Mrs. Travers' science classroom bursts with holiday spirit.



Kellie Sundeen, Brooke Bourgeois, and Vimbayi Vera relax during "Brain Break," Bromfield's Refresh Day substitute.



A group of juniors play a card game of Uno during "Brain Break."



Snow falls in the courtyard as freshmen Malcolm Thornton and Matthew Stoffel organize papers after taking them down from the bulletin boards.



Mirror staff, junior Athena Wang shows some holiday spirit.



# Soccer Seals the Deal

## BBVS wins second consecutive state championship

by Sophia Zhou

The Bromfield boys varsity soccer team won the 2018 MIAA State Championship for the second consecutive year in a row, 3-1, against the St. Mary’s Spartans. The team played on Saturday, Nov. 17 at the St. John’s Preparatory School field. The Trojans entered the game with a record of 15-3-3. St. Mary’s held a prior record of 11-4-5.

Junior Will Armstrong, forward; senior co-captain Charlie Pappas, midfielder; and senior Jake Catalina, midfielder, scored Bromfield’s three goals, all in the first half of the game. St. Mary’s Thiago De Oliveria scored his goal off a direct free kick very quickly after the start of the second half.

Before the game, the Bromfield boys were presented with a recording of soccer alumni congratulating them and wishing them a good game, compiled by last year’s team captain Jack Armstrong. As they practiced and walked out on the field, their focus was at a maximum.

The field was partly covered in snow from the previous day, which made for

cold playing conditions. The Bromfield boys walked onto the field in two single-file lines and set their backpacks down in one line to further heighten their concentration.

At 6:48 p.m., the whistle blew to indicate the start of the game. The boys huddled in the middle of the field and chanted “hoo-rah” as they jumped up and down. Head coach Alex Horne said that this pregame ritual boosts their adrenaline for the game. The boys, with mohawk-shaved heads, then disbanded to begin the game. The players on the sidelines stood to cheer on their teammates.

The game began with immediate pressure from Bromfield on the Spartans’ goal, with lots of movement up and down the field. Just seven minutes into the first half, Will Armstrong scored the first goal of the game for the Bromfield Trojans. Less than a minute later, Catalina scored Bromfield’s second goal, acting with quick transitions up the field.

The beginning of the first half was filled with shots from Bromfield as well as from



Co-captains embrace after championship win. Photo provided by Patrick Flanagan.

St. Mary’s, with shots by the Spartans at ten minutes into the first half and at 18 minutes. Nearly halfway into the first half, Pappas scored a third goal for Bromfield. A corner kick on Bromfield’s goal 24 minutes into the first half tested the reflexes of Charlie Bardenheuer, left fullback and senior co-captain, who stopped a volley towards the center of the goal from entering.

Bromfield called a timeout in the last ten minutes of the first half to motivate the boys. The first half ended with an impressive save by Bromfield’s goalie, sophomore Ethan Fitzsimmons, of a direct kick from 20 yards.

Very soon after the start of the second half, St. Mary’s’ De Oliveria scored a goal for the Spartans off a direct kick. The Spartans pressured the Trojans’ goal over the beginning of the first half which was filled with numerous fouls from Bromfield and St. Mary’s. The tide turned 18 minutes into the second half, and the Trojans heightened the intensity of the game with many shots at St. Mary’s’ goal. Fitzsimmons saved a shot that came from lots of congestion around the Bromfield goal toward the end of the second half. The whistle blew, and

the Bromfield stands erupted in cheer.

This state championship was the team’s 10th state title in the history of the program. This year’s championship was won under Horne who stepped in this season for Tom Hill, the previous head coach who retired last year, after winning the championship.

The boys credited their success to their team bonding. “It makes such a big difference to be so together with each other,” said center-left fullback and senior co-captain Patrick Flanagan in a post-game interview. “That just makes us play at a whole different level.”

When asked about how he felt the team did as a whole that night, sophomore Jordan Colon responded that, “Our chemistry was there.”

As a final word on the legacy of the soccer team, senior midfielder Ryan Glazier said, “Before the season a lot of people were thinking that this year’s team was not going to be as good as last year’s, but we proved everyone that said that wrong, and I’m really glad that we did.”



BBVS poses for a team photo after the game. Photo provided by Telegram.com

# Rounding up Winter Sports

by Kate Selig

### Girls Indoor Track

#### Captain: Courtney Route

Senior Courtney Route reported that “the season has been off to a great start. People on the team have already been breaking their own records from previous seasons. We also have some newcomers who have been setting the bar high for their next year. Katie Iacomini won the first meet in the shot put with her first time ever throwing. The girls record right now is 1-1. My favorite memory of this year so far would have to be spending time with such positive and supportive people. My goal for this season would be to keep on the track that we have been going. Each and every person on the team has been working hard and it has been showing on the track.”

### Boys Swimming

#### Captain: Chris Clark

According to junior Chris Clark, “the swim team has been performing very well; the boys’ record is 3-2 and the girls are 5-0. It’s great to see that swimmers have already qualified for states and sectionals and many more are very close to meeting the time cutoffs. I am very proud of our team’s synergy-at each swim meet, we loudly cheer for each other and the volume can be deafening. This creates a great team

environment, especially for the newer team members. My favorite memories with the team this year have been when the relays are very close, the energy begins to build as the final swimmers dive in and everyone begins to cheer. This season, our goals are for swimmers to improve their technique, crush their personal records, and to have fun while becoming closer as a team.”

### Girls Swimming

#### Captain: Mia Hopman

“Girls swimming is doing great!” senior Mia Hopman said. “We’ve got a deep team with stand out swimmers from Bromfield, Littleton, and Ayer-Shirley. Lilly Tonole, Ella Church (Littleton), Izzy Conners (Littleton), and all three relays have already made state cuts. Emily Brown has made sectionals. Currently, we are undefeated with a 4-0 record and are hoping to go undefeated the rest of the season and place 1st at the league meet. I asked the team what their favorite moment of the season so far was and the overall consensus was our win against the Tyngsboro Groton Dunstable Swim Team after having extremely close meets with them in the past and remaining undefeated. Another favorite part of the season is our 5:30 to 7:30 a.m. practices followed by an hour of weight training on Sunday mornings.”

### Girls Skiing

#### Captains: Izzi Barton, Sage McFarland

Senior Izzi Barton explained that “everyone is looking really good at practice. We have gotten into gates this past week and I have seen some serious improvement from last year. My favorite memory was playing dodgeball at our first practice because it was great team bonding and there were a lot of laughs. The girls team has a goal to send as many of our six racers to states. That means each racer has to individually place in the top 12 racers in the league. We are also hoping to get a top three finish in the league.”

### Boys Skiing

#### Captain: Jack Donaldson

Senior Jack Donaldson explained, “Everyone has improved from the beginning of the season, and although we’ve lost some very strong skiers going into this season, I can see that we have new kids ready to step into their spots. Honestly, I don’t have a favorite memory quite yet. My goal for this season is for the boys team to win a third league title in a row and for the girls to win their first but more specifically just for them to move up in the ranks as they carry lots of experience with racing between them. They are going to have a difficult hill

to climb this year since we only have six girls (the minimum number required to run a varsity team), but I think they have a lot of motivation this year. I can see that they a little tired of seeing the boys win and having their own accomplishments, both individually and as a team, [feeling] slightly overshadowed. I think this could be a really good year for them. As for the boys, if we are able to maintain consistency with the talent that we have, I think we have a very good chance. I also would like to see more kids make it to states this year. That’s a fun race in itself and the more the merrier would make it even more enjoyable.”

### Boys Basketball

#### Captain: Patrick Flanagan

“The start of the season has been good, but challenging,” said senior Patrick Flanagan. “We are 1-4 right now after playing four difficult opponents in our first four games. We have been focused and playing hard and know that we should definitely turn things around. Our goals for this year are to make the playoffs and the Clark tournament. Even though we are 1-4 right now, we are determined to make it to the district tournament. Favorite memory of the year so far is probably just building as a team at practices, games and pasta parties.”



# Students Showcase Art Talent

Photojournalism by Olivia Gomez and Vivien Jamba

From paintings to performances, Bromfield showcases its art program and talented students of all ages. Here we see actors in The Lion King, musicians in the high school band and chorus ensembles, and digital artists from Mrs. Fontaine’s classes.



Bromfield students perform in Lion King costume.  
Photo by Olivia Gomez



Actors and actresses gather in a circle, concerned looks on their faces.  
Photo by Olivia Gomez



Cast gives final curtain call.  
Photo by Olivia Gomez



Melanie Bodtman starts off the High School Wind Ensemble’s “Snow Day” with a xylophone solo.  
Photo by Vivien Jamba



Digital art is featured in the cafeteria.  
Photo by Vivien Jamba



Halston Wilkey creates a skiing piece.  
Photo by Vivien Jamba



# Micronutrients Have a Macro Impact

## Health

by Melissa Mazzu

Hello! This is the Bromfield Mirror Health Column. The information in this column all comes from the “Nutrition” textbook by Melinda Manore, Ph.D.

### What are micronutrients?

A micronutrient is a vitamin or mineral, which are only needed in small amounts but are “essential to our survival, assisting critical body functions such as energy metabolism and the formation and maintenance of healthy cells and tissue.”

### What are vitamins?

A vitamin is an organic compound which can regulate body processes. There are a total of 13 defined essential vitamins. These vitamins are A, D, E, K, C, B6, B12, folate, thiamin, riboflavin, niacin, biotin, and pantothenic acid. “Humans can synthesize only small amounts of vitamins D and K and niacin.” (Manore) This means that most of the vitamins our body needs must be consumed.

### What are fat-soluble vitamins and what does that mean?

Vitamins A, D, E, and K are all fat-soluble vitamins, meaning that “they are found in the fatty portions of foods... and are absorbed along with dietary fat.” (Manore) This means that foods with fat, including “meats, dairy products, nuts, seeds, vegetable oils, and avocados” (Manore) all are sources of fat-soluble vitamins.

### What are water-soluble vitamins and What does that mean?

Vitamin C and all the B vitamins are water-soluble vitamins. The B vitamins in-

clude B6, B12, riboflavin, folate, niacin, biotin, thiamin, and pantothenic acid. These vitamins are easily absorbed compared to fat-soluble vitamins, which require to be consumed with dietary fat to be readily absorbed, and they are found in whole grains, fruits, vegetables, meats, and dairy products.

### What are minerals?

Minerals are crystalline elements: elements that you can find on the periodic table. Since these minerals are already in the simplest form possible, the body absorbs them without needing to break them down further like vitamins and macronutrients. They are “classified according to the intake required and the amount present in the body” (Manore).

### What are the classifications of minerals?

The three classifications includes major minerals, trace minerals, and ultra-trace minerals. The body required at least 100 mg of major minerals a day. The major minerals are sodium (Na), potassium (K), phosphate (P), chloride (Cl), calcium (Ca), magnesium (Mg), and sulfur (S). The second group is trace minerals. Our bodies need less than 100 mg per day of trace minerals. Trace minerals include fluoride (F), iron (Fe), manganese (Mn), and zinc (Zn). Ultra-trace minerals “are required in amounts less than 1 mg per day” (Manore). These minerals are chromium (Cr), copper (Cu), iodine (I), molybdenum (Mo), and selenium (Sn).

# Student Council Report

by Hannah Taylor, Class of 2019 Representative and Student Council Vice President

The Bromfield Student Council—comprised of the vice president and class representatives of each grade, as well as the members of the Student Advisory Council, School Council, and Regional Student Council—met three times since the last issue of The Mirror. The topics discussed included the refresh space held before break, pep rallies, Snowflake, questions posed by the School Committee, and class officer updates.

On Friday, Nov. 9, we met to discuss a number of issues. The first item on the agenda was the possibility of a refresh day before winter break. Although it was later decided that there would not be a refresh day, we worked with Student Wellness Advisory Team (SWAT) to set up a refresh space in the cafeteria where high school students could get free hot chocolate, play board games, watch movies, or simply just relax. This event held throughout Friday before break.

We also discussed the last pep rally and what should be changed for future ones. For instance, many students in the school felt that the past pep rally was too “assembly-like.” Therefore, we thought that it would be better to continue to host them in the gym or, if not, to at least turn on the auditorium house lights.

We also thought that the pep rallies would be more engaging and exciting if students were more involved, such as having a student host or setting up activities for students to participate in. We also discussed the possibility of having separate pep rallies for middle and high school students.

The next meeting was on Friday, Nov. 30, and we met to discuss the middle school Snowflake dance, which Student Council hosted in January. Moreover, we talked about questions that the School Committee wanted to know our thoughts on, the first being about Ms. Reale’s dog, Harley. Harley will become Bromfield’s therapy dog this spring, after completing its training. For now, the plan will be for the dog to be available during times such as Advanced Placement (AP) exams, MCAS, finals, and refresh days. If this works for this year, the hope is that Harley will be around more often in the future, even greeting students outside in the morning.

As for the other question School Committee posed, they wanted to know how the school brings up current events in class. We agreed that when discussed, current events are generally brought up in social studies classes, but that there may be other ways to

bring them up as well. For instance, we thought that including current events and fun facts on Bromfield’s Twitter page would be an interesting way to provide students with more information.

Finally, each grade’s officers gave updates. First, Felicia Jamba, Melanie Bodtman, and Sophia Zhou of the freshman class reported that they are working on plans for their trip to Washington, DC.

Second, Taylor Caroom, Brooke Caroom, and Holly Jones of the sophomore class reported that they were finalizing plans for their Global Competency Certificate (GCC) credit multicultural dance to be held that night.

Third, juniors Vivien Jamba, Lucy Bodtman, and Elena Franklin reported that they are currently working on organizing a class field trip and planning the Snowball dance that they will be hosting in February.

Lastly, seniors Isabelle Barton, Mia Hopman, and I reported that we are making plans for graduation as well as fundraising by selling apparel at parent-teacher conferences.

The last meeting we had was on Friday, Dec. 14. At this meeting we discussed more plans for Snowflake, deciding on a theme and beginning to discuss decoration ideas.

# Humor: How I Survived my Christmas Season

by Matt Zobbi

1. Got a tree early. Nine out of 10 Xmasdendrologists (practitioners of the study of Christmas-themed plants) recommend tall, wide trees thanks to their greater surface area for hanging ornaments. If we didn’t get a tree quickly, all of the good ones would have been gone.
2. Divided up present list between parents, Santa, and relatives. Repeat presents are disappointing and embarrassing, especially when both of the gift-givers give you the repeat at the same time.
3. While my relatives were over, I spent most of my time in the bathroom. You have to balance this correctly, though. I find that roughly 80 percent of time spent in the bathroom to 20 percent of time spent outside of it works best. Any more, and your relatives will probably think you’ve died. Any less, and you will most likely get roped into useless conversation.
4. Opened my stocking first. That candy wasn’t going to eat itself, and it doesn’t matter what you eat. However, if it’s melted and/or rock hard, it’s no good.

- Relatives were gold mines. When my parents were too stubborn to get me that present I wanted, I knew who to turn to.
5. Proper ornament hanging was paramount. Anyone who placed a red bulb next to another red bulb on their tree is dead to me.
6. Building on that, every ornament was different. We made sure to put any and all embarrassing ornaments on the back of the tree and placed our chihuahua-with-a-Spiderman-costume ornament (please don’t ask) front and center.
7. Checked my list before sending it. Christmas list typos (and subsequently not getting the gift you asked for) are the number one cause of animosity during the Christmas season.
9. Didn’t miss out on the advent calendars. Those tiny bits of candy really helped me get into the Christmas spirit (and also severely worsened my dental hygiene, but whatever).
10. Milked any days where it snowed—Oh, wait. Nevermind.



Vital vitamins in the body.  
Photo sourced from My Southern Health



# The Mystery of the Moplan Mentor

## Part 1: Into the Crypt

by Kira Houston

*The Mystery of the Moplan Mentor is a three-part, serialized story.*

No single place had ever seemed as dark or dank as the basement of Moplan High. People called it “the Crypt.” Students seldom went down there. Staff seldom went down there. The drama kids who braved the Crypt looking for old props brought back stories of eerie screams and spooky thumps. The floor was always wet with unidentified condensation. It was wholly unpleasant and a little bit freaky.

Cherrie Picket turned on her phone flashlight and held it up. Her small group of friends stood trembling with fear in the Crypt’s first room. They could scarcely make out the walls—even with the phone light, they felt like they stood in the hollow, cavernous center of an inactive volcano.

“I swear my phone can go brighter than this,” Cherrie muttered, flicking her finger on the screen.

“Let me try mine,” said Otto. He pulled out a beat up old smartphone. Its meager front light barely made a difference.

Colden and Gracie stood huddled together behind Cherrie and Otto. Neither of them had pocketed their phones before descending the great creaking steps into the Crypt, so they were relegated to the rear of the party. Neither of them minded letting Cherrie take the lead. She was the one who got them into this mess to begin with.

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Four days ago, Cherrie had stopped by her English teacher’s classroom after school.

“Here’s the printed copy you asked for!” she said, rushing across the room and holding out her hastily stapled essay. To her surprise, her friend Colden Catcher sat in a chair next to Mr. Jekyll.

“Thank you very much,” the teacher responded, sliding Cherrie’s paper under his desk into some mysterious drawer. Colden gave Cherrie a small wave.

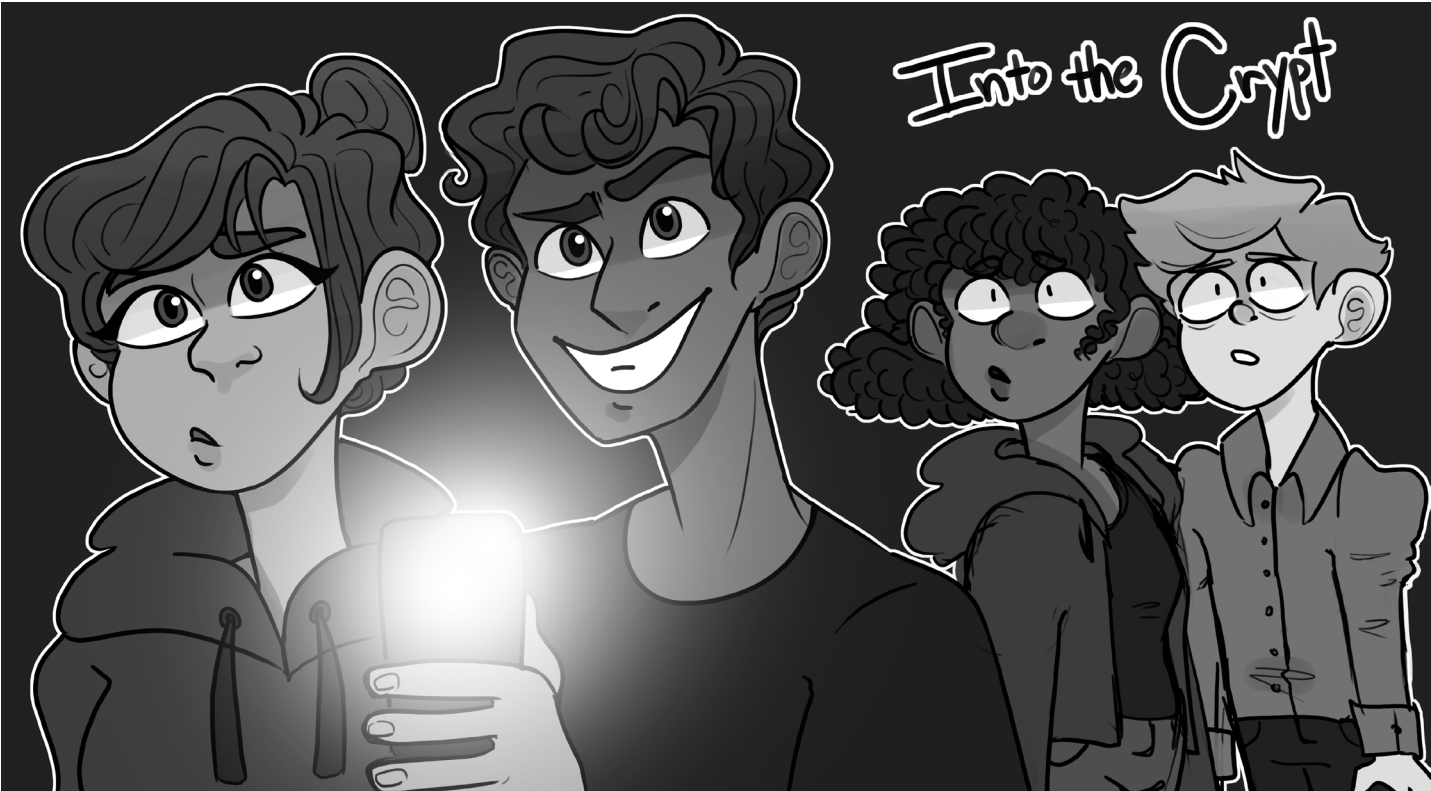
“Colden,” Cherrie said, “what are you doing here?”

Colden coughed into his sleeve. “Talking about the school newspaper.”

“We have a school newspaper?”

“Not anymore,” Mr. Jekyll said, shaking his head slow and sad. “We used to. Colden and I have been discussing the possibility of getting it up and running again.”

“I think that’s a great idea!” Cherrie declared.



Drawn by Kira Houston

Colden shuffled his feet and smiled. Cherrie could tell the prospect of starting a newspaper club excited him. She knew he was a great editor and a great writer—much better than herself. He was the perfect person to manage a paper. All he needed was some organizational help.

“Are you interested in helping, Cherrie?” asked Mr. Jekyll.

“Yeah!”

Mr. Jekyll explained the situation. Twenty years ago, the “Moplan Mentor” had been one of the most renowned student papers in the district. Though Mr. Jekyll hadn’t been around to see it in its prime, the school’s records testified to the sheer magnitude of its publications. But in May 1998, the Moplan Mentor mysteriously ceased production. None of Mr. Jekyll’s sources could explain what had happened to the newspaper.

“So we want to do a little digging before we revive the old beast,” the teacher finished. “Maybe check around with the faculty and see if anyone remembers anything?”

“I think we should try to find the final edition of the paper,” mumbled Colden, “so we can know why the old club died, and make sure not to make the same mistakes.”

“You’ve really thought this out,” Cherrie smiled. “We can search for old papers later.

For now, I’ll go ask some other teachers!”

“That would be wonderful, Cherrie,” said Mr. Jekyll. He nodded at the two students who, armed with their new mission, stood and went out the door.

“I think we should ask Gracie to help investigate. She’s into history and stuff, right?” Cherrie asked Colden as they walked down the hall.

“Sure,” he responded, “and she reads all kinds of detective novels. She’ll be psyched. We just have to convince her the mystery is worth her while.”

A tall boy in a red sweater rounded the corner and nearly walked right into Cherrie and Colden, grinning. “Did I hear someone say mystery?”

“Otto!” the two cried in unison. Colden fell into a coughing fit, so Cherrie continued talking. “Otto, perfect timing. You like hot gossip, yeah?”

Otto smirked mischievously. “You know it.”

“Well, Colden and I are trying to find out what happened to the old school newspaper. We’re going to interrogate some teachers. Are you i—”

“I’m in!” Otto interrupted. “Just tell me where to go.”

“Hmmmm,” Cherry hummed, chewing her lip. She turned to Colden for input, but he was still coughing. “Why don’t you go to the left wing, I’ll go to the right wing, and Colden can go downstairs?”

Colden gave a weak thumbs up.

“Sounds good!” Otto said.

The three parted ways, each with their own set of teachers to scout out.

A half hour later, Cherrie stationed herself outside of Mr. Jekyll’s room, waiting for Colden and Otto to report back. Otto came up the stairs a moment later, and Colden rounded the corner with their friend Gracie in tow.

“Heya!” Gracie waved, her dark curls bouncing as she skipped toward Cherrie. “Colden told me we were investigating?”

Cherrie and Otto giggled. “Yes,” said Cherrie, “that’s exactly what we’re doing. What did you find out?”

Colden shook his head. “Nothing on our end. We talked to a lot of newer teachers.”

“I might have a lead,” said Otto. “Ms. Doorety said she remembered the paper when she first started teaching here.”

“Ooh, that’s great!” said Cherrie. “I didn’t find any teachers with information, but Ms. Hopper told me where we could find old copies of the paper.”

“Where?” said Gracie. Otto and Colden looked at Cherrie with anticipation.

“You’re not going to like the answer,” Cherrie mumbled, grimacing.

“Oh, come on,” said Otto. The three friends leaned into Cherrie.

She paused for dramatic effect. “The Crypt.”

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The four friends tiptoed their way through the dark. Their footsteps barely echoed, so the room was eerily silent.

Cherrie and Otto, leading the group, shined their phones from wall to wall. All manner of strange artifacts stuck out—old machinery, crumpled art projects, even cooking ware. Otto gasped at a half-melted clown mask hanging on a shelf.

“Probably a casualty of the fire in the old theater,” he gulped.

Cherrie flashed her light around a corner and stopped all of a sudden. Otto nearly crashed into her, and Gracie had to grab Colden to keep him from toppling everyone like dominoes.

“Newspapers!” Cherrie exclaimed.

Just around the bend stood a tall stack of newspapers, tilting precariously like the leaning tower of Pisa.

“Finally!” said Gracie, moving in front of Cherrie to grab a paper off the top of the stack.

Each of the friends grabbed a copy. Sure enough, the title read “The Moplan Mentor.” Next to it stood the school’s logo—a cartoonish, minimalistic bust of Socrates holding a piece of chalk. But as they flipped through the papers, the students found themselves befuddled.

“Why,” coughed Colden, “are all the articles missing?”

Aside from some stray titles and floating photos, the paper was almost entirely blank. The twelve pages that should have been filled with student writing were as barren as an empty Google Doc.

“A misprint, I guess?” said Cherrie. But even so, it made her uneasy. All four friends sensed there was more to these blank papers than a simple printing error. Something mysterious was going on.

Thump.

Gracie yelped and Otto grabbed onto the wall for support. Something had shaken the Crypt’s floor, as if a great beast was trapped underneath the concrete.

“Let’s get out of here!” said Otto.

Unanimously, the friends turned tail and rushed out of the Crypt, all having dropped their papers except Colden. They scampered up the stairs and their hearts beat quicker and quicker until they slammed the basement door shut behind them, collectively exhaling. Beyond a shadow of a doubt, something about the Crypt spooked them all beyond reason.

THE HARVARD PARENT  
TEACHER ORGANIZATION  
HAS GENEROUSLY  
ASSISTED IN FUNDING  
THE PUBLICATION OF  
THIS PAPER

THANK YOU  
HARVARD  
PTO

Kate Selig | Julia Deng



“One” Perpetuates Tropes—Still Enjoyable to Read

3/5 Stars

by Camille Gomez

The Rule of One, a Young Adult novel, written by Ashley and Leslie Saunders, was published on Oct. 1, 2018. The science/dystopian book is aimed at 12-18-year olds, containing action scenes with minor violence.

In this world, people are microchipped and watched by the government from cameras every single moment of their lives. The protagonists of the story are two twin girls: Ava and Mira. Their father works as the director of the Texas Family Planning Division for the governor. In fear of retribution from the government, the twins switch out who goes to school each day to hide the fact that her parents have more than one child. For 18 years, they have kept their secret hidden until everything is revealed one night at a dinner party. Once their secret is out, they have to hide from the government in safe houses their father arranges for them.

Their father is arrested, forcing the protagonists to escape their home state. Throughout the story, the power



Cover sourced from Amazon.com

of family strengthens helps each character overcome the challenges they must face. I give this book a three out of five stars. At some points in this book, there is a lack of action, and it drags on for too long. For example, when the twins travel from one safe house to the other. When Ava and Mira leave their home state, their father gives them a map of safe houses to travel to. However, traveling to the next house feels long and drawn out. At other points in the book, there are parts that are shocking, full of action, and surprising. For example, when Ava and Mira are on a train, they hide from an employee of the train who’s about to check their ticket. It is surprising to me because I feel like the employee would’ve noticed them. Other than that, I would read this book if you are interested in science/dystopian fiction and a story about twins. My favorite quote by Mira near the end of the book was: “We run. Not because we have to. But to willfully embrace the unknown. And to prove we’re still alive.”

Music to Energize Your Day

by Meenu Ramakrishnan  
Pop

1. Lost Kings: When We Were Young

The LA duo, Lost Kings, delivers a nostalgic song about childhood memories featuring Norma Jean Martin. The duo stated, “When we were young, really is inspired by the carefree Neverland like feeling you have when you are a child growing up. LA is our home and it’s always felt like a Neverland to us.” The song starts out with a slow beat, featuring the smooth voice of Martin, building up to a crescendo of beats, inspiring an almost painfully nostalgic feeling. The song is able to take the listener back to their own childhood memories, with lyrics like “Can we go back when we were young and didn’t care if we messed up? We have forever so we got lost in each other ‘cause time wasn’t catching, time wasn’t catching us.”

2. IU: Jam Jam

In Jam Jam, a self-produced album called “Palette”, IU talks about navigating a superficial entertainment world in her self-produced album Palette. Fuse, a major music television channel, listed Palette as number 12 on the list of the top 20 albums of 2017. “Palette” consists of 10 tracks, all talking about personal aspects of her life such as the heartbreak of falling in love with a fellow celebrity. A disco-tinged pop single, IU sings in a sultry tone “Between people capable of knowing these things, isn’t it just manners to pretend to fall for such lies? Do you want to become honest? What does that mean?” As a person that’s been in the entertainment business since she was a teenager, this album portrays IU finding herself, casting her former doubts aside about the entertainment industry for newfound confidence.

Rhythm & Blues

1. Gallant: Talking to Myself

On “Talking to Myself,” Gallant sings over a faltering melody “I’ve been whispering to ghosts lately. I’m begging for more time before I’m buried deeper in the trenches of insanity.” Gallant, an up-

coming R&B artist, who put out his first album titled “Ology” in 2016, which was nominated for a Grammy that year. Back in 2014, he released an EP or extended play called “Zebra” which highlighted his anxieties about making it in the music industry and the fast pace of New York. However, in “Ology”, the singer’s voice is more prominent but still creates a sense of isolation. The lyrics are thought-provoking, almost like a diary of his life, talking about the struggles he faces. The entire album is a work of art, that combines elements of hip-hop, soul, and the jazz, all to create an R&B album that emulates both old and contemporary styles.

2. BTS: Singularity

In this album, “LOVE YOURSELF: TEAR,” the intro, “Singularity,” is a smooth R&B piece sung by BTS member Kim Taehyung, stage name “V”. BTS, an international band composed of 7 members, was recently nominated for a Grammy for their artistic capabilities, and are famous for their LOVE YOURSELF campaign speech at the UN for their work with UNICEF, which works toward ending violence against children and teens. The uniqueness that BTS brings to the music industry is first their performances which incorporate dance, their albums which all follow an overarching storyline that talks about the struggles young people face, the fact that they produce their own music, and their broad variety of songs which range from hip-hop to Latin music to jazz. The song features a languid bass and a gripping melody. The lyrics draw a metaphor between a psychedelic landscape of a winter lake and a character’s strained relationship with himself or another person: “It’s ringing again, that sound, a crack again on this frozen lake, I dumped myself into the lake, I buried my voice for you.” The performance version of the song features V dancing with a faceless coathanger, his smooth contemporary style, haunting white masks, eerie nature scenes, and ends climatically with a single, black tear dripping from the white mask V has on.

Deltarune: Breaking Down Boundaries in the Video Game World

5/5 Stars

by Athena Wang

Deltarune, a story-based video game, took gamers by storm. Chapter one of Deltarune was released on Oct. 31, 2018, by Toby Fox, who also created Undertale in 2015, a separate game that takes place in a similar universe. Deltarune was a surprise release; Fox took to Twitter on Oct. 30, 2018, and asked fans to check the official Undertale Twitter for its release the next day. Deltarune is a fantastic game packed with plenty of secrets and lore: it earns a score of 10/10.

Ultimately, Deltarune delivers one message: your choices do not matter. Starting as a fake survey, it asks the player to design a character. It then “discards” their design. Then, it promptly moves to a world similar to Fox’s prior game, Undertale. Deltarune may be played two ways: genocide or pacifist. Genocide entails fighting and killing every character in the game, pacifist is sparing every character in any fight. However, the ending is the same no matter what the player does, and confirms the message that the player’s choices don’t matter.

The majority of Chapter One takes place in the Dark World, where a group known as Darkners live apart from Lightners in the Light World. Includes Undertale characters and two of three protagonists: Kris, a human, and Susie, a monster. Alongside a Darkner, Ralsei, the trio travel through the Dark World to save both worlds from absolute destruction.

Deltarune takes on many aspects Undertale had, but the two games have a different fighting structure. Undertale also had another character: neutral, which entails a mix of fighting and making peace with others.

On Nov. 2, 2018, Fox released a post where he answered questions he believed players would have about Deltarune. Most of the post on Twitter covers how Deltarune functions; however, Fox also remarked on how the first chapter’s ending remains the same no matter what. He



Photo sourced from Variety.com

stated, “Honestly most games are like that, but for some reason it feels really oppressive to say here...”

Chapter one of Deltarune contains many secrets, including fun tidbits and clues to lore in both Deltarune and Undertale. If the player names their character “Gaster”, Deltarune reboots. If the player writes “Gaster” when asked to name themselves, the game immediately crashes. Gaster is a hidden character who is suggested to have a major part in both games, and has a chance to appear in Deltarune.

A certain melody is repeated throughout almost every song in the game’s soundtrack, which Fox designed. It is also played during the credits, and includes the lyrics “Don’t forget, I’m with you in the dark.” He had previously composed music for the 2009 webcomic Homestuck by Andrew Hussie and the 2017 game Hiveswap by Hussie and WhatPumpkin Studios.

Overall, Deltarune is a short, fun, and free game: perfect for Undertale fans who wish to see more from Toby Fox. It is free to download and carries on the intricate storytelling style and secrets Undertale has.