



THE MIRROR

“Got the horses in the back.”

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THE BROMFIELD SCHOOL

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Bromfield Rowing Makes Nationals

by Anya Buchovecky



Kevin Yu and Chris Clark row to the starting line.
Photo by Scott Clark

On May 19, two boats, including three Bromfield rowers, placed within the top three in their races, earning an automatic bid to the USRowing Youth National Championships. Two rowers later qualified through the petition process to nationals. The qualifying regatta was held in Lowell on the Merrimack River, and Bromfield Acton-Boxborough's crews competed against other boats from all over the northeast, with the majority of crews being from Massachusetts and Connecticut. The National Championship will be held at Nathan Benderson Park in Sarasota, Florida, June 6-9.

Junior Stefan Scornavacca and senior Benjamin Buchovecky rowed and qualified together in a pair, a two person rowing boat where each rower sweeps or has one oar. They had a one and a half second edge over their rival, Brookline, following the time trial on Saturday. However, Brookline's crew fought hard in the finals on Sunday and clinched first by less than a second. Coming in second, the Bromfield Acton-Boxborough pair secured their spot to compete at nationals. Brian Dedominici, the head boys varsity coach, looks forward to competing against Brookline again at Nationals: "While [Brookline] did edge us out by half a second this weekend, we gained more than a second and a half on them from last week," he said.

Senior Kevin Yu and junior Chris Clark competed together in a lightweight double, a two person rowing boat where each rower sculls (has two oars). Although they missed bronze and qualifying for nationals by a mere two and a half seconds, they finished within five seconds of the third place boat, making them eligible to petition for a spot at nationals. Dedominici said the lightweight double faced tough competition since "the northeast typically produces medal-winning crews at Nationals in both light and open double events." There was no guarantee that Yu and Clark would get a bid, as "it depends on the number of entries in the event and relative speed to other teams petitioning," said Dedominici. However, Yu and Clark's petition was accepted on May 27, and they are headed to Florida to

compete at Youth Nationals.

Junior Anna Shlimak was the sole Bromfield student that was part of the Bromfield Acton-Boxborough girls openweight four that took bronze, earning themselves a berth at nationals. The girls varsity four "attacked from the first stroke and never let up," said Holly Hatton, head varsity girls coach and rowing program director. "This was a deep field of 20 crews, and to come through to capture a coveted qualifying spot for Youth Nationals was inspiring to watch as a coach—and gratifying to know that the year's worth of hard work the girls put into the race came to fruition," Hatton continued.

Hatton also entered a girls lightweight four in hopes of qualifying for nationals. The lightweight four finished fourth, missing the qualification by seven seconds. Hatton commented on their finish: "The girls lightweight four got better with each race this season, and although they missed qualifying, their fourth place finish was really impressive, especially since the crew was made up of a freshman, three sophomores, and one junior." The lightweight four was made up of four Bromfield students: junior Rachel Shrives (coxswain), freshman Catherine Zhou, sophomore Emma Gresco-Caulfield, and sophomore Arianna Thornton, along with one student from Acton-Boxborough. Hatton expressed excitement about the young boat, stating that this "bodes well for 2020!"

Both the boys and girls rowing team's next and last regatta is the Massachusetts Public School Rowing Association's Spring Championship, held on the Merrimack River in Lowell. Hatton feels optimistic about this regatta and thinks her crews will do well despite shaking up the boat lineups, as the openweight four will be racing in an eight person boat instead of the four. In addition, Hatton looks forward to seeing every girl "give it their best effort and feel good about their accomplishments this season."

Although even Hatton admitted that rowing is not the sport for everyone, she encourages interested students to join the team because "we have no bench in rowing," as everyone gets to practice and race.

MCAS Question Sparks Racism Controversy

by Charlotte Foley

In March, all sophomores in Massachusetts answered an MCAS essay question that has been tagged as offensive and racially insensitive. An abundance of complaints from students, teachers, and school administrators drove the state to remove it from being scored.

Various Boston school administrators first brought state education officials' attention to the controversy by contacting them. The state Department of Elementary and Secondary Education (DESE) then announced that the question will not be scored, and it was pulled from any remaining tests that were slated for administration.

The essay question was based on the Pulitzer Prize-winning novel "The Underground Railroad" by Colson Whitehead. The book is about the journeys of two slaves fleeing a Georgia plantation. Students were instructed to rewrite an excerpt from the novel through the eyes of a white woman named Ethel who expresses harsh feelings and uses derogatory language toward one of the runaway slaves in the excerpt.

Even the author of the novel protested against the exam's use of his work. "Whoever came up with the question has done a great disservice to these kids, and everyone who signed off on it should be ashamed," said Whitehead in a statement. He believes the character of Ethel to be a "racist coward."

Bromfield sophomores interviewed also felt that they were put in an uncomfortable situation. Sophomore Michelle Mazzu said, "Now that I know more about the context of the story [having racist characters], I feel disgusted knowing I had to partake in a disrespectful question." She continued, "Requiring students to make up a story through the eyes of a racist is unethical."

Another sophomore, Sophie Bartram, said, "After I realized that the question was racist, I felt really bad for writing it, and I kept thinking back to whether or not I wrote something offensive."

After hearing many upset students, the Massachusetts Teachers Association, the Boston Teachers Union, the American Federation of Teachers Massachusetts, the Massachusetts Education Justice Alliance, and the New England Area Conference of the National Association for the Advancement of Colored People (NAACP) all pushed the state to remove the question. DESE Commissioner Jeff Riley pulled the question after pressure from these groups. Some school administrators believe Riley's action is not enough and that the entire test should be nullified.

Prior to its appearance on the exam, the question underwent the typical vetting process. It was put through a field test with 1,100 students and checked by a bias committee. After the process ended, it was approved for scoring. Riley said in a later statement to the press, "We, on one hand, want kids to be challenged; we want them to take on tough issues. On the other hand, we want kids to feel like they are in a safe space."

Students, such as Bromfield sophomore Helena Justicz, believe the exam does not need to serve as a platform for such heavy issues. Justicz said, "An MCAS question isn't something that should hurt people's feelings; it's something that should just test your reading comprehension skills."

Moving forward, some in the state have stated that they hope DESE will be more sensitive and aware of the questions they ask students. Juan Cofield of the New England Area Conference of the NAACP said, "The lack of cultural sensitivity and adequate supervision is a serious matter for all communities and certainly for communities of color."

Read Bodhi Chadran's Opinion on pg 4.

Softball Season
DEMOLISHED (pg 2)

Was MCAS
Question Racist? (Opinion on pg 4)

Senior Year:
Looking Back (pg 6-7)

HES Construction Demolishes Softball Field

by Charlotte Foley

This year, the varsity softball team played the entirety of their season with no home field due to the construction of the new elementary school. A series of unexpected delays on the construction of its new field has left the team feeling frustrated and disadvantaged.

According to athletic director David Boisvert, a new field is being built on Ann Lees Road, but the installation has been backed up due to “unforeseen circumstances as well as the abnormally rainy spring.” As part of the construction, the team’s old home field at HES has been torn up. He added that the field

will be complete by next season.

The lack of a field for softball has further led to concerns by parents that Bromfield is now in a Title IX violation. Title IX, a federal law, states that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Thus, under Title IX, schools are mandated to provide equal opportunities to both male and female students to play sports, including facilities. As the boys baseball team has not had their practices disturbed by the construction of HES, the Bromfield school may not be offering equal access to both male and female ball players to the sport.

Head Coach, Bob Miller commented that in February, Boisvert informed him that there was no field at the moment, but it would be ready by April 1. On April 1, Boisvert said that he was told the field would be a three-day job. Ten days later on April 11, superintendent Dr. Linda Dwight was quoted in the Harvard Press. She said, “The good news is that in one week I think they could have this project done.” On April 23, Town Administrator Tim Bragan told Miller that Great Horizons, the contractor, promised that the field would be finished by April 29. To this date, the field is still not complete.

Miller, as well as the rest of the team, feels as though their

lack of field prevents them from having the resources to prepare for games. “We were in a position of needing to try to compete without a reasonable opportunity to prepare,” he said. They practiced on makeshift fields on the corners of fields used for other sports. Other times, they were indoors because of the weather. Miller continued, “Creativity aside, there simply are skills you can’t work on when practicing inside.” Sophomore Emily Douglas said, “At the beginning of the year, the only time we went on an actual field was during games, so it was so hard for us to know how to actually play.” The team had only practiced on a real softball field twice before their first five games. Miller said, “They feel that they have been let down and left hanging.”

Now, the team practices on Pirone Field in Ayer. Out of their 19 games, six will have been “home” games, which are played on a different field. However, according to Miller, they never “experience[d] a familiar home-field advantage” since they practiced and played on separate fields.

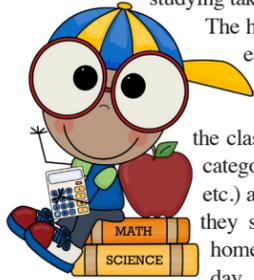
“The field situation was a real challenge. But, enough of that! We can only control what we can control,” said Miller. “Frankly, we could have the best home field in the country, but that won’t make us a great team. We will need to continue to work if we are going to become competitive.”

Student Council Unveils Homework Survey

by Hannah Taylor, Class of 2019 representative and Student Council vice president

Over the last couple months, the Student Council has discussed the prospect of distributing a homework survey to Bromfield students. Designed by Student Council members Kate Selig, Hannah Taylor, Safiya Ali, Katherine Worden, and Faith Massoni, this survey will shed light on the number of minutes students spend on homework per day. After thoughtful examination, faculty members have finally approved the homework survey for distribution.

Bromfield high schoolers are busy. Students often spend a considerable amount of time doing homework and studying for tests on top of participating in different extracurriculars. At the same time, a balanced schedule is important. Throughout the year, we have talked a lot about the idea of balance on Student Council, discussing where we see it being done well and where it can be improved. Student Council often hears complaints about students’ nightly workloads, so we felt it would be important to collect students’ honest responses as to how long their homework and studying takes them each night.



The homework survey is designed so that every high school course offering is included, both academic and elective. Students will be able to select the class they are taking under each of the categories (e.g. Math, English, Fine Arts, etc.) and then enter the number of minutes they spend doing outside work, such as homework and studying, for that class per day. In order to ensure anonymous and unrepeatable responses, the survey is set so that names and emails are not collected, and students are only allowed to respond once.

The purpose of the homework survey is to provide information on the amount of time per night students spend doing homework and studying for tests in each of their classes. We created it with the goal in mind that both students and teachers should be better informed as to how much outside work classes require. For students, the hope is that the survey data will be helpful in course selection. This way, they will have a better idea of what their expected workload will be like before signing up for a particular class, helping them to make more informed decisions when it comes to their schedule. Teachers, on the other hand, may find the data useful in understanding how long their assignments take students to complete. Knowing whether students are spending more or less time on their work each night than expected could help them adjust assignments as necessary.

Furthermore, the survey data may be helpful in class placement. Despite the fact that it may be too late in this school year for the data to be helpful in these scenarios, Student Council hopes to send the survey out earlier next school year. Understanding how much outside work goes into a certain class could help students decide what level of that course they are most comfortable with, as well as help teachers decide whether or not they believe their students can handle that amount of homework.

After the survey is emailed and the responses have been collected, Student Council plans to compile and organize the data and publish it on the school website, with the help and approval of the Bromfield administration. As previously mentioned, we hope to send this annual survey out earlier in the coming years so that the responses will be available sooner in the course selection process. After this survey has been sent out a couple years in a row, student responses to homework times can be better compared and averaged, making the survey an increasingly helpful tool.

Taking the “Senior” out of Senior Service Project

by Anya Buchovecky

Over the past few weeks, members of the senior class gave short presentations discussing their senior service project. Students presented in front of a panel of community members and faculty. Each year, in order to graduate from Bromfield, students must pass their presentation.

For the senior service project, students perform a minimum of 40 hours of community service between the summer of their junior year and April break of their senior year. Students must submit a proposal outlining the need they will be addressing, the organization with which they wish to do their service, and a detailed timeline and plan with proposed dates. Then, before starting the project, a committee of teachers discuss each submitted proposal and either accept it or reject it, depending on whether it meets the criteria.

It is meant to be “an opportunity to do something that you might not normally do... [students] can make some new skills or new experiences or see a new environment or perspective,” said Dean of Students Julie Horton. The project and service also allow the student to “gain a greater understanding of a local or global community need and exercise 21st century thinking skills such as understanding diverse perspectives, communicating effectively, and collaborating with others,” according to the Bromfield service project information sheet.

Time frame shifts for the current sophomore class

Starting with the class of 2021, the senior service project is now being called the “service project”. This change came as the result of the sophomore class now being eligible to start their project as early as the summer between their sophomore and junior year.

Horton said that the change was made because the administration has been talking more about balance recently and they “know that kids are stressed and are doing a lot of cool things and want this to be another cool thing.” Allowing sophomores to accrue hours for their project “gives you more choice into when you can do it and gives you the power to balance that requirement with everything else that you do.”

Maible Daly, sophomore, believes that it is beneficial to allow sophomores the ability to begin their service project, since the project and its components “can become a burden to students, when in reality, it should be an experience of growth and a chance for students to explore who they are and how they can help the community.” Daly stated that this change “allows for a better chance for students to really think about what they want to do and give as much as they can to their cause.”

Matthew Attwell, another sophomore, who participates in many service related activities with the Boys Scouts, thinks that starting the project earlier is not only helpful but also “encourages more service in adulthood.”

Bishop dislikes the change and argues that “there is a certain amount of maturity you need, a certain amount of appreciation for the service you’re doing,” and sophomores do not yet have that. Though, if students do begin accruing hours before the summer between junior and senior year, Bishop believes that “the service should carry throughout the rest of your high school career with the same organization so that you make a bigger impact and really allow yourself the time to become passionate about what you’re doing.”

However, Olivier Bradley, sophomore, likes having the opportunity to start the project earlier, but feels that the change only helps “students who like to plan ahead and

feel prepared.” This is because there will still be students that “wait until senior year anyway and procrastinate.”

If Ali were able to start the service project in her sophomore year, she said that she would have completed a different project.

Bishop advises that underclassmen “find something [they] care about,” because this makes the service hours “so much easier and more enjoyable, because it matters to you what happens.” Ali also believes that students should find a mission they are passionate about; however, she also emphasizes the importance of organization and preparedness.



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History and Geography Team Takes on *Nationals*

by Jordan Hoover

On April 25-28, six members of the History and Geography team and their advisor, 8th-grade history teacher Mr. Andrew Wright, went to Arlington, Virginia to compete at the National History Bee and Bowl competitions. The Bee and Bowl was split into two parts: the bee and the bowl. The Bowl is an individual competition where students compete against each other, but the Bee is a team-based event.

Nationals

At the end of the competition, Bromfield ranked 58th out of 144 schools overall and 2nd out of 16 in the small school's division. Wright explained the team's success at the competition and throughout the school year was "rewarding, inspirational, and impressive." Junior Grace Acton further described the team's progress at Nationals: "Our goal going into the competition was to not lose to any teams from smaller schools than Bromfield, which is a goal that we accomplished!"

To qualify for Nationals, the team had to score higher than half of the other schools in regional tournaments in Massachusetts. The team qualified for nationals at their first competition in Salem, MA, where they competed against other schools from across New England. At this same competition, several of the students also qualified for the individual Bee competition. The students who participated and qualified were senior Jake Catalina, senior Ethan Shipman, senior Yohhan Kumarasinghe, senior Christopher Thornton, junior Grace Acton, and junior Clayton Hanlon.

To prepare further for the national competition, the team met twice a week, adding one additional meeting to their normal

weekly schedule. During these extra meetings, the team prepared for their upcoming competition by answering a set of mock questions found on the official History Bowl and Bee website.

According to Wright, the most challenging part of the History Bee and Bowl Nationals for the students was to buzz the answers in quickly. Contestants must listen

to keywords in a question and associate those keywords with the meaning of the question before the other team answers. "It's a speed game. The challenge is to buzz not too early when you are guessing, but to buzz early enough to beat the other team," Wright added.

The team's history

In the spring 2016, Kumarasinghe and

Thornton decided that they wanted to make it to the National History and Geography Bee and Bowl. They then formed the Bromfield History and Geography team and started organizing meetings in the fall of 2017. Since then, the team has expanded to include students in almost all grades at Bromfield. Acton joined the History and Geography team in the fall of 2017 and said this of her experience on the team: "What I've learned from History Bowl is that you can rely on other people to know some things for you when you're a part of a team... [Together] we are much more successful than if we all try to learn everything!"

Wright explained how the History team was very solid this year: "It seems that with the senior crew that really started the team and two strong juniors, this was the year to go to nationals to try it out." However, most of the team this year is graduating, leaving the History team with fewer members. Acton shared her concerns: "I am very concerned about the fact that all but two of our Nationals team members are graduating this year... Clayton and I really want to see the group carry on after we graduate next year, so we strongly encourage people to join if they are interested in history or geography!"

Wright also encourages students to join the History team next year: "Just come for fun! If it's your thing and you wanted to become serious, you can practice on your own further with resources online." Acton adds, "History Bowl may sound boring, but it is a very exciting and fun way to embrace history knowledge and learning!"



Yohhan Kumarasinghe proudly sports his MAGA hat while carrying plaque at Nationals. Courtesy photo

Bromfield Welcomes *Sousa Band*

by Sophia Zhou

The Bromfield School hosted the ninth biennial John Philip Sousa New England Region Honors Band festival rehearsals from Thursday, April 18, to Friday, April 19. Nine students from Bromfield participated in the festival and performed in Mechanics Hall in Worcester on Saturday, April 20. Band director Craig Robbins coordinated this year's festival alongside former Bromfield Music director Thomas Reynolds, who is the New England region organizing chair for the John Philip Sousa Honors Band program.

This festival was the last to be organized by Reynolds, who started the program in 2002, and the first to be organized by Robbins. Robbins expressed his excitement about taking up the role of festival administrator this year: "I took part in the program when I was in high school, and it was an awesome experience...it's been a really fun experience for me now to come see it on the other side as the educator."

The main goals of the John Philip Sousa Honors Band program are to provide opportunities for musical and performing experience and to allow student musicians across different schools to bond. Robbins hopes that the program can achieve these goals for its students: "I hope, just like in my experience, that [Sousa Band] is a positive learning experience where [students] make friendships and relationships that will last for the rest of their life."

Seventh-grade trumpet player Fiona Boutelle described, "The rehearsals were really long, so we were pushed. It was a good half-day on one of the days and [the rehearsal] was the whole day the other day, ten hours maybe..." She said this experience has changed her perception of music, "Previously I thought playing for an hour was a really long time, but now I think it's a reasonable amount of time for practicing."

Sophomore trumpet player Olivier Bradley remarked, "There were a lot of nice people there that I would want

to be friends with, so if I continue to do [Sousa Band], I might meet them again and make friends."

Bradley expressed that the festival allowed him to focus on music and fun: "In band you don't usually get to play for a long time at once, and you're always just kind of thinking about school, but during Sousa you're focused on music and you're enjoying it with your friends."

Boutelle also said that the festival broadened her musical experience: "We explored different types of music that I hadn't played before, such as marches, so I'm more interested in playing marches now and different types of music."

Robbins commented about the performance: "I walked into Mechanics Hall, and I was just blown away by how professional it was all sounding and put together." He remarked, "It's great to just be able to bring in kids from all over... to watch other people make music together and put together a polished product in just a short time."

Freshmen flutist Sophie Thompson said the experience was different for her: "Because there were only four flutes, and usually I'm in bands with at least six to eight flutes, I feel like it really exacerbated how you play. I feel like I had to be a lot more conscious of my playing because there [were] a lot less of us."

For the future, Robbins has a goal in mind. "The plan for this coming year is to host what would be, in the summer of 2020, the 2020 National John Philip Sousa Band here at Bromfield and then perform at Mechanics Hall... We would have a band of about one hundred or so with some really fine players from all over. And why not bring them to beautiful Harvard?"

Robbins expressed, "I am pleased that I, along with others, are able to bring these festivals both to our students, but also to bring other students from around the country and around New England to Harvard and to Bromfield to show off what we have and how proud we are of it."



Why I'm Going on the D-Day Trip

by Athena Wang, trip participant

The trip to Normandy, France, with chaperones social studies teachers Ms. Bryce Mattie-Brown and Ms. Kathleen Doherty, is a rare experience to have and offers deeper insight into the history of World War II. From June 2 to 11, there will be a 10-day school trip to various parts of France to celebrate the 75th Anniversary of D-Day. The trip cuts into final exam week and includes an exploration of the history of World War II, especially D-Day, and the culture of Normandy today.

D-Day was a vital battle in the European theatre of World War II. On June 6, 1944, the Allied forces, consisting of primarily of forces contributed by the United Kingdom, the United States, and Canada landed on various beaches in Normandy, France. There, they fought the Germans to gain a foothold in Europe, which was then almost completely under German control, according to the National D-Day Memorial Foundation. The battles on D-Day were extensively planned, serving as a turning point for World War II that allowed the Allied forces to defeat the Axis powers in Europe.

The main event of the trip to France is the formal D-Day ceremony. On June 6, various world leaders such as President Donald Trump and British Prime Minister Theresa May will be at Juno Beach to participate in an official ceremony to commemorate D-Day. Being able to experience this ceremony in person is an incredible opportunity to have.

Being at Juno Beach during this time to celebrate this anniversary allows us to take part in an international event which is a part of United States history, which is extremely appealing.

Students will also have the opportunity to meet veterans of World War II and talk to them about their experiences, alongside visiting key locations such as the Utah Beach Museum, the Notre Dame Cathedral, and Versailles.

The students will not only be viewing the D-Day ceremony, but they will also be looking at the history of Normandy as part of the trip. Before leaving, we read "All The Light We Cannot See," a book centered around World War II. It added to our background knowledge on World War II and the Pacific theatre. To further add to the backstory of World War II, each student going on the trip was asked to select a question regarding Normandy, such as questions about its history, its culture, or its architecture. They then were asked to do a little bit of research on their question and keep it in mind when on the trip.

While this trip takes time away from the end of the school year, it is well worth the missed week of school to view the official ceremony for the 75th anniversary of D-Day. It is also a fantastic chance to see Normandy and history in person and expand our knowledge of World War II by directly interacting with some of the key locations in the European theatre.

Following Racist Question, DESE Needs Reform

by Bodhi Chadran

Although it will not be counted towards students' scores, a racially insensitive 10th grade MCAS question published this year serves as a representation of the ignorance and lack of responsibility within Massachusetts state education committees, specifically the Department of Elementary and Secondary Education (DESE).

The question was an essay-style prompt that asked students to write a journal entry from the perspective of an openly-racist white woman who betrays escaping slaves. The prompt was based on an excerpt from the 2016 historical fiction novel, "The Underground Railroad," by Colson Whitehead, that tells the story of southern slaves in the 19th century. "The Underground Railroad" won a Pulitzer Prize in 2017.

Whitehead has expressed his disapproval with the use of a passage of his book in the MCAS. Whitehead responded to the controversy and pointed out the obvious flaws and ignorance of the question: "Inhabiting characters like Ethel caused me great emotional distress." Seeing that even the author of the cited novel was disturbed and troubled while writing about the racist character, it is hard to understand why the education committees thought that this was a task fit for tenth-graders. This is especially true after considering that there could have possibly been students who have experienced trauma from racism on a first-hand basis, in which the demands of the question would have induced enormous stress.

In addition, making a student feel uncomfortable during a standardized test is bound to cause some error in the test results; even worse, this discomfort applies specifically to black students. In a statement to the state education department, Laura Perille, interim Superintendent of a Boston high school, cited anonymous quotes from students such as the following: "While I was taking the test, I thought about other students in other towns taking the test and what they were writing and thinking about people like me. I imagined white students writing negative things about me." As if the assessment was not already stressful enough, this question caused black students to feel distressed and ashamed. Although it is likely never the state's intention to cause this hurt in minority students, their racial ignorance is not to be excused. This ignorance has contributed to the already existing problem of students of color feeling misrepresented or ignored in the United States' school systems.

This student's concerns are not unfounded either, as another student posed the question, "If you use a slur, will you get points for being historically accurate or deductions for using derogatory language?" showing that students felt tempted to fully embrace the role of a racist by using inappropriate, offensive language. This could potentially lead to even more severe problems, as students may begin to feel more comfortable using such language or leave students ashamed of their word choice in the essay.

A simple solution for this apparent flaw that caused such emotional tension would be to consult with the author of the selected text before administering the test. More often than not, the author is the most knowledgeable on the feelings that the text invokes in people and the overall meaning of the writing. Thus, failing to consider their opinion when formulating state test questions can cause problems. Considering his response, Whitehead would have certainly prevented this controversy if given the opportunity.

Regardless of the intentions of the test-makers and education department, some evident, irreversible damage has been done, and something needs to happen as a response. The fault lies not in ill will or prejudice but in a lack of consideration and experience when dealing with sensitive topics like racism and slavery. This can easily be reformed by creating new committees specifically designed for situations like these, diversifying the already-existing boards, and consulting with authors and experts before test administration.

Read MCAS news article on pg 1...

Students Plan Their Exciting Summer Vacations (Humor)

by Matt Zobbi

Seeing as this school year is drawing to a close, I decided to interview some students about their summer plans. Printed below are some selected responses:

- 1) "Huh?"
- 2) "Oh, I don't know... (proceeds to rattle off an unprintably long list of items)"
- 3) "Stuff."
- 4) "Wait, you're actually writing this down?"
- 5) "[expletive]"
- 6) "Yeah, no."
- 7) "Who are you, and how did you get into my house?"
- 8) "What!"
- 9) "Are you another one of those people?"
- 10) "AAAGH!!"

Letter from the Editors

by Kate Selig and Julia Deng

This is the last issue of the paper (obviously). By the time you're reading this, both Julia and I will probably be gearing up for graduation (finally).

We're proud to have expanded the newspaper's coverage to investigative journalism by publishing the sexual harassment article. Seeing the article spark discussion reminded us of why we helped restart the student newspaper in the first place: to bring to light events in our school that would otherwise have gone unnoticed or ignored.

On a less serious note, this year also brought some fun additions to our paper such as Matt Zobbi's humor column and Kira Houston's serialized story. Not to mention the many mostly-mild but sometimes-spicy hours spent laying out the paper. Unfortunately, the majority of students in this school will never get to witness the paper layouts we considered and later had to abandon. For instance, we fondly remember experimenting with putting Nick Joe Lewis' face on the front page to incorporate Liam Wang's homemade memes in the paper. And the thick articles we had to cut down and the thin articles we had to beef up at the last minute! The comic sans!

We'd like to extend a huge thanks to Ms. Hyde for her ongoing support in the editing and production of the paper. Furthermore, Ms. Fontaine has been invaluable in helping us with and providing a workspace for the layout of the paper. Thank you to Mr. Hoffman, the PTO, and the Harvard School's Trust for financially supporting the paper and thank you to the school's staff for being readily available for interviews. And finally, we'd like to thank everyone who wrote, edited, and laid out this paper with us.

We're excited to see the future of this paper! Charlotte and Anya will be taking over as Editors in Chief next year, and Athena will be the junior editor. Already astonished by their continued unwavering enthusiasm through fourth quarter (while our motivation died of senioritis), we have no doubt that they will bring the paper to the next level.



Julia Deng and Kate Selig smile with Ms. Hyde at prom. Photo by Ms. Mattie-Brown

"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).

Avengers, Endgame

Movie Review

Directed by Anthony and Joe Russo
Including: Robert Downey Jr., Scarlett Johansson,
Chris Evans, Chris Hemsworth, and Tom Holland.
Genre: Action, Adventure, Science Fiction

by Camille Gomez

The Avengers, Endgame, which came out on April 26, was one of the most anticipated movies of 2019. The film is the highest grossing Avenger's movie of all time, accumulating around two billion dollars. This is the fourth and last movie in the Avengers series. This movie showed action, deaths, and comedy. I really enjoyed this movie and the film was entertaining to view, even though the feature had a long runtime.

This movie begins with Clint Barton, also known as Hawkeye, and his family outside having a picnic. He is teaching his daughter archery, his sons are playing outside, and his wife is cooking. Later in that scene, they all disappear except for Hawkeye from Thanos' snap. There is a 50% chance of being killed off, and Hawkeye was one of the few lucky ones. Meantime Tony Stark, also known as Ironman, is stuck in outer space with his helmet and Nebula. Later on, the Avengers try to reverse Thanos snap, because they wanted to bring the 50% of people who did not make it back to life.

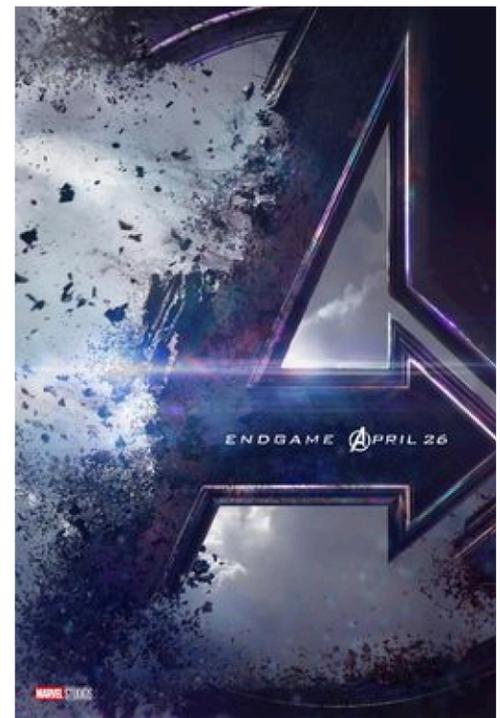
The Avengers have to time travel back to their past to try and defeat Thanos and reverse the snap from his

Gauntlet. Yet, they only have one chance because there is only enough of the liquid to make one round trip. As all of the Avengers do this, they run into trouble, almost being caught by their younger selves.

Before the end of the movie, the younger Thanos attains the glove with all the infinity stones attached to it. As the five heroes try to kill him, they get defeated. Yet, Captain America stands up and is ready to fight Thanos again, despite the immense amount of injuries on him. Behind Thanos, there are hundreds of enemies running towards the hero. It looks hopeless for him as he tries to defeat Thanos.

I believe this movie was well directed and was a good end to the series. It brought back all the characters and also the settings and characters were well designed. There was a lot of comedy and a lot of action. For example, when the Avengers went to Thor's house, he was shown playing 'Fortnite' with his friends. It brought back many likeable characters. Even though the movie was very long, it was worth it to watch the movie. I usually dislike any superhero or action movie, yet this one was very interesting, and had me intrigued in the whole superhero universe. This one was different because it was just not an action movie, it was more than that.

I gave this movie a 5/5 stars. The storyline of the movie made it interesting to watch. The experience didn't feel three hours long. The movie has not won any awards yet.



One of the posters for Endgame.
Photo from Movie Poster Arena

Homestuck Receives Enigmatic Epilogue

Webcomic Review

by Athena Wang

According to the official Homestuck website, homestuck.com, Homestuck is a webcomic about John Egbert and his fellow protagonists playing a sandbox-style simulation game called SBURB. The original comic itself is incredibly long with approximately 8,000 pages of content, according to the Homestuck wiki. Homestuck is characterized by simplistic character designs, colored font, typing quirks to differentiate between characters, and metafictional elements such as inserting the author as a character or literally breaking the fourth wall. Homestuck began on April 13, 2009, and ended April 13, 2016.

The epilogue is split into two endings: meat and candy, which can be deemed the "good" and the "bad" ending respectively. It should be noted that Hussie did not write the entirety of the epilogues; according to the Homestuck wiki, coauthors Cephied_Variable and ctset helped write the epilogues as well.

The meat ending, for the most part, was written just as

one would expect from Hussie. This ending was much more metafictional than the candy ending and focused on the story over the characters with a tangible antagonist to defeat. It also carried intense sacrifices from the protagonists to further the story and bring it to a conclusion alongside repeatedly breaking through the fourth wall; at one point, the characters take direct control of the narration and start to fight for control of events. Filled to the brim with plot and more developed content, the meat ending is difficult to swallow.

Overall, the meat does well as a symbol for this ending: meat may be unpleasant to eat and hard to digest, but it is ultimately more satisfying and filling than candy; I really loved this portion of the epilogue. While I believe some of the characters were portrayed inaccurately and treated unfairly, the plot itself was intense and held my attention for the entirety of the ending. I really enjoyed the metafictional portions, such as where some characters break into the narration and directly control the events of the story,

or when a character directly acknowledges that the story is a work of fiction in terms of what is canonical and what exists outside of canon.

The candy ending felt more like a fever dream than an actual ending. This ending focused on character development over the development of the story. Character development may be just as important as plot development, and both are needed for a well-rounded story. However, the character development in the candy ending warped the story and overrode any sensible plot points. The fabric of reality began to break apart and blurred the line between what is real and what isn't, what is canon and what isn't. Characters marry and remarry, enter polyamorous relationships, and no real plot is seen aside from a generic war. The twists and turns in the candy ending are flat out confusing and do not have any true purpose or any ultimate goal, as opposed to the meat ending.

For all the character development and dry plot, the candy ending uses candy as a strong symbol: while candy is sweet and enjoyable, it isn't filling and is unhealthy, unlike meat. I did not enjoy this ending very much, considering the plot honed in on disturbing characters that added virtually nothing to further the story. The candy ending felt like a massive hallucination and I could not believe that some portions of this ending existed and were published, particularly in the mess of how characters were continuously marrying and remarrying.

Both endings had elements of plot development and character development. While the meat ending focused deeply on plot development, the candy ending focused on character development. Each ending makes a sacrifice: the meat ending sacrifices characters to enhance the plot, and the candy ending sacrifices plot to enhance the characters. To me, the meat ending was superior to the candy ending because it retained a plausible plot that was engaging and did not focus solely on the characters.

Overall, the epilogues were enjoyable to read. They certainly were long pieces, but that is to be expected from Hussie and the realm of Homestuck in general. However, some of the plot points in the candy ending were highly confusing and did not seem to reflect the original characterization of such characters as Dirk Strider. For example, Dirk Strider, in Homestuck, was characterized as a quick-witted and empathetic teen who pushed his friends to become stronger; however, in both the meat and candy endings he pushes the metafictional elements further than any other character and appears to be uncaring and unempathetic towards others. For the most part, the endings were well-written and so were the characters; having another



An artist's rendition of the characters in Homestuck.
Photo from Zerochan

The Green Team Encourages Environmentalism with New Water Fountain

by Bodhi Chadran

The Green Team recently raised funds for a new water fountain and water bottle filling station in Bromfield. The appliance was installed in the hallway across from room 265 and features a standard drinking fountain alongside a fountain for filling reusable water bottles, similar to the one located near the gymnasium. The Green Team began planning this project during the 2017-2018 school year, and the installation was done by maintenance personnel Jon Snyder and Dave Woodsum over the span of two days in early April.

Behind the actual installation of the fountain lies a multi-step planning and fundraising process. Regarding the steps to this process, current Green Team student officer and junior Liza Toll recalled, "First was fundraising, which took a while." Raising money was mainly done through the sale of reusable plastic water bottles. A problem that the group faced was disinterest in purchasing the reusable water bottles which prolonged the fundraising process. The catalyst for the project came from last year's officers, and the next group of officers carried on and finished the project.

The idea of the fountain came from students' responses on the topic of reducing the use of single-use plastic water bottles which, as said by Toll, are detrimental to the environment due to the energy used when producing them and the frequent pollution caused when they are not recycled. The Green Team received multiple responses expressing that it can be inconvenient for students to refill their water bottles when they are farther from the original water bottle filling station near the gym. Thus, they felt that a new sta-

tion could make it easier to use a reusable water bottle and prevent more students from using single-use bottles. "It might not always be convenient to be environmentally friendly, but in this case, we could help people get there," said Toll.

The inspiration for the location of the fountain came from the simple realization that most Bromfield students pass by that location multiple times on a daily basis, and it would be on the way to many students' classes. Additionally, there was previously a water fountain in this same location that was in need of repair, so the installation made it possible to continue to take advantage of the spot's convenience. These two factors contributed to this decision, said Toll. As of now, Toll sees a modest yet practical response to the recent installation: "It might not be something that glamorous, but I think it is something that people are using and is actually helpful."

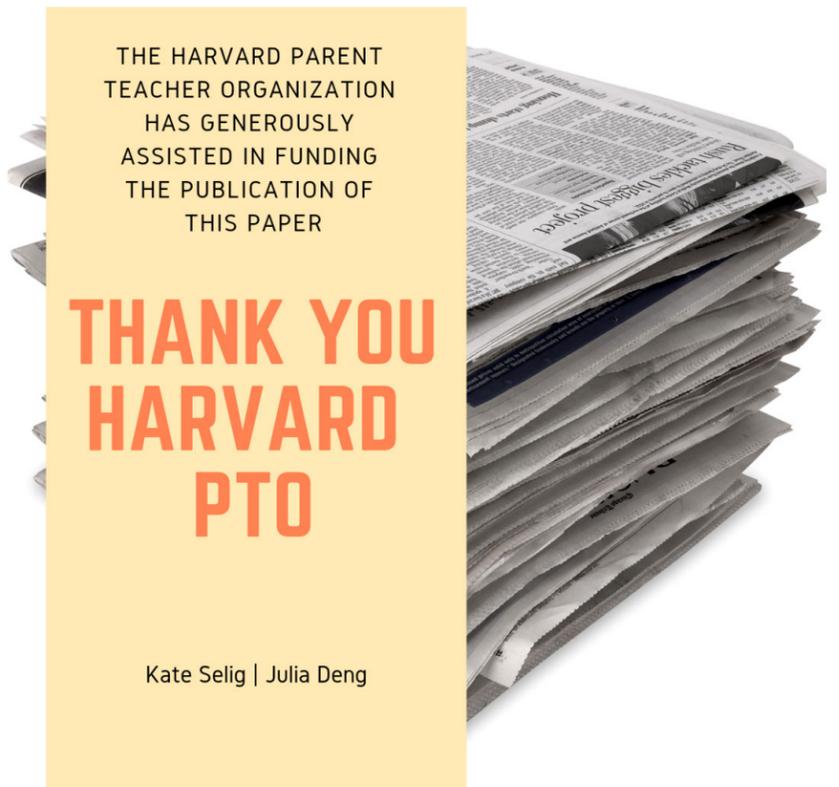
Kiara Münz, a senior who was part of the Green Team group that inspired the installation is very optimistic about the filling station. She said that it does make it easier to get water when it is less convenient to go to the gym, but tends to use the original station because of habit and proximity to classes. Overall, Münz is very excited about the new appliance and said, "I'm sure people are less thirsty" now that there is a working drinking fountain in the area. Regarding its influence on the use of reusable bottles, Münz said, "Maybe it will encourage reusable bottles since we don't have to go all the way to the gym anymore! I am not sure, but I have hope!"

On the other hand, freshman Nicholas Russo is not an

avid user of school water fountains and does not find them essential to his daily routine. "I think another filling station could be useful, helping people that [bring] water bottles to school find a place to fill up when the bottle is empty," said Russo, "However, I don't think a new fountain is necessary because I don't see that many people using them, and we already have a bunch around the school." Russo is also unsure about the ability to encourage students to use refillable bottles as he explained, "It might encourage people, but because plastic water bottles are so accessible many people might still use [them]."

In regards to the environmental impact of this project, Toll said that the hopes are that the installation will make hydration more convenient for those who already use a reusable water bottle. It is also intended to encourage more people to cut down on non-reusable bottles in an effort to help people have more environmentally friendly habits in general. In addition, the Green Team hopes to help students make environmentally conscious lifestyle changes. On this project's connection to the Green Team's core values, Toll stated: "We're not trying to make people's lives more difficult, we're trying to bring together our goal of environmentalism and the Bromfield community in general."

As the school year comes to a close, the Green Team still has some smaller goals in the works; for example, the Green Team would like to have a recycling bin in the cafeteria. This is projected, according to Toll, to help the cause of environmentalism because of the great number of recyclable plastic containers used in the cafeteria that are



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Seniors Look Back

Perspectives on Bromfield

by Kate Selig

Although most Bromfield seniors were sick of surveys by the time this one was sent out, a few (read: eight) took the time to fill this one out. Enjoy!

Favorite memory...

“Senior year—just everything in senior year” —Aurora Abraham

“Running on stage with a lion headdress to sing Haku-na Matata” —Liam Wang

“Oh boy... I think my favorite memories of Bromfield are really just the small moments and interactions with people day to day that the small school allows for. So I guess the people? But also like... the science museum trip and DC were fun.” —Chloe Fitzgibbons

“Rahul’s plight” —Vito Montesa

“New Orleans service trip” —Nicole Lemieux

“Playing Dungeons and Dragons in the fishbowl” —MJ Gamelin

“All of the high school dances I went to, celebration, the DC trip, and hanging out with friends after finals and AP exams and just having fun.” —Melissa Mazzu

“Lip sync” —Kira Houston

Favorite teacher memories...

“Mrs. Brown taught me that there is so much more to life than the temporary drama that circulates high schools. Happiness and peace are such desirable things to everyone yet so few achieve this. The biggest thing I took from her, I learned during Art of Being. Whenever life just gets to be too much (we all have those moments) look around and observe.” —Aurora Abraham

“Ms. Armitage comes to mind, she inspired me to take singing seriously and to pursue it with a passion (I finally made it to All-State Chorus!). She wasn’t the only teacher to do so, but she’s definitely been one of the most prominent teachers in my life that I can point to confidently.” —Liam Wang

“Ms. Doherty!! Psych was one of my favorite classes ever because she made it so fun. She’s always so excited to see people succeed, and she’s so kind <3” —MJ Gamelin

Desired legacy...

“That picture of DJ Jazzy Fresherson I made in 8th grade.” —Liam Wang

“Idk... I guess I just hope I left a good enough impression on teachers for Tilly and Carter (younger siblings) when they come through haha” —Chloe Fitzgibbons

“I hope the NOLA service trip continues for years to come” —Nicole Lemieux

“I hope people remember me as hardworking and passionate” —MJ Gamelin

“The successful continuation of the GSA and the Anime & Manga Club” —Kira Houston

Future plans and goals...

“I want to take a gap year to perform on cruise ships in figure skating shows or on Disney on Ice, then attend Central Michigan University.” —Aurora Abraham

“Write a book, become a clinical psychologist, beat Dark Souls.” —Liam Wang

“Next year I’m going to BC. I currently plan on majoring in international studies and potentially double majoring in some language though that’s probably going to change at some point. I would ideally like to go into something that involves communicating with a wide range of people where I could utilize foreign language.” —Chloe Fitzgibbons

“I’m going to UNCA for theater arts education. Hopefully after that I’ll become a theater teacher!” —MJ Gamelin

“To have a blast at UMass Amherst (where I will be majoring in nutrition, going on the pre-med track, and minoring in mathematics and plant and soil sciences), to then go on to medical school, and to later (like a good amount later) own a small farm in the midwest or down south where I will also sell teas and herbal remedies.” —Melissa Mazzu

“Attending Clark University in the fall. Hope to study literature, art, history, LGBTQ+ issues, and multimedia storytelling. Dream of becoming a famous webcomic author, a museum curator, and/or a stylish young adjunct professor of Queer history.” —Kira Houston

Advice for underclassmen...

“Enjoy every moment during your senior because when it’s the month of May, it hits you like a truck. You’re going to wish you recorded that one moment on Snapchat or said one more thing to someone before the conversation ended. Have fun and do everything you want. Senior year is your last year to live as a kid. After this, everything changes. So don’t hold back, no matter what. Live it up.” —Aurora Abraham

“Look for an activity or hobby and pursue it seriously, even if it’s something most people don’t think is useful or interesting. There’s a whole world of things you can

excel at, but you won’t know what your capabilities are until you put yourself out there and give it a genuine good shot. Who knows? Maybe you’ll start a club dedicated to solving Rubik’s cubes (or a creative writing club!). If it’s something you genuinely care about, you’re going to find problems with the way you’re doing it, things that other people without that same passion might never notice. You’ll be looking for ways to improve and grow, and you might find that process of failing and trying again to be an ultimately meaningful endeavor.” —Liam Wang

“Do your senior project over the summer, keep the Fish Bowl clean, and most importantly keep snacks with you at all times.” —Chloe Fitzgibbons

“Send it” —Vito Montesa

“Take the classes you want to take. For the love of all things good and holy, just take the classes you want to take.” —Kira Houston

Ways Bromfield should change...

“Senior privileges should include the ability to leave school property in a car during long block study halls.” —Aurora Abraham

“More murals around the school as a permanent fixture. I think that the walls could act like a billboard space, staying up until people have an idea to replace it. That way people might put a lot more care into making the art, as well as getting the community involved in deciding what they want for the walls. It’d keep the flexible nature that some people want for the art in the school and also make sure that there’s more art on the walls that stays up. Art has been proven to be wholly beneficial for people’s state of mind, and it certainly would make the school a lot nicer to walk around.” —Liam Wang

“Character cannot be artificially inspired. We need our murals back, and we need free poster advertisement again.” —Kira Houston

Miscellaneous thoughts...

“Damn, I can’t believe it’s done” —Aurora Abraham

“Chef Paul should’ve served more Shepherd’s Pie. Maybe make it a daily item. Even if it costed three times as much to buy, I would’ve eaten it.” —Liam Wang

“It’s kinda weird to think we’re graduating... happy and a little sad just cause I’m pretty sentimental haha.” —Chloe Fitzgibbons

“High school is awesome, and I really will miss it. But hey, I have like 10 more years of school left.” —Melissa Mazzu

Seniors of Bromfield

A Photojournalistic Project by Julia Deng



Nicky Lambert

I’m happy but I’m also extremely sad about leaving Bromfield, because I know there are some people I don’t keep in touch with as much, that I probably won’t see again. But, I’m also ready for the new chapter of my life. I’m looking forward to meeting new people, experiencing life, and studying something that I’m genuinely passionate about.



Liam Makosky

My favorite class at Bromfield was Calculus because it was nice to be with the same group of people for two years in a row. You get to build a stronger connection, and Mr. Wass was great. I mean, I’m not the best at math but still, I like it.



Kate Selig

After working on the Mirror for two years, I’ve learned how to work with others under high pressure situations. Working on the newspaper has also given me greater respect for deadlines as I now know the consequences of late articles, edits, and layout. I find it extremely impressive how some colleges and major publications can put out a paper every day given the amount of work it takes us to publish every quarter. I hope to continue with journalism in college and explore the communications and political science courses available to me.



Kira Houston

My best piece of advice would be to do the things you like. Don’t waste effort doing stuff you don’t care about, because the most important things in life are the things you love. You have to follow your passion.

Lip Sync 2019 by Vivien Jamba

Acts

One Dance-Drake
John Hawes and Leila Grant

Born This Way-Lady Gaga
Taylor Caroom, Brooke Caroom, Emily Rypinski, MJ Gamelin, Kira Houston, Elizabeth Cohen, Marley Roy, Julianna Franklin, Bella Munoz, Thea Eiland, Athena Wang, Gwyneth Smedley, Kiara Munz, Helena Justicz, and Jake Rahman

Party in the USA-Miley Cyrus
Aurora Abraham and Courtney Route

2000s Mashup-Multiple Artists
Tori Ferguson, Jordan Colon, Emily Douglas, Abby Boissy, Anya Buchovecky, Dylan Winchell, Sarah Soblarvarro, Maible Daly, and Marley Ferguson

95 Theses but the Pope Ain't One
Hannah Taylor, Vivien Fair, Kira Houston, and Dylan DaRosa

Year 3000-Jonas Brothers and Old Town Road-Lil Nas X
Alexandra O'Neil, Safiya Ali, Olivia Noyes, Sara Picariello, Lucy Bodtman, Olivia Gomez, Abigail Ames, Arpi Mirzabegian, Meredith Greayer, Charlotte Foley, Maria Mnylanyk, Leimalia Tratnyak, Sarah Burns, Nora Clarke, Savannah McManus, Holly Fisher, Camille Gomez, and Sophia Zhou

Bop to the Top-High School Musical
Kira Houston and MJ Gamelin

Mamma Mia Medley
Taylor Caroom, Brooke Caroom, Chloe Kranz, Helena Justicz, Elizabeth Cohen, Lauren Walling-Sotolongo, Perli Walling-Sotolongo, Arianna Thorton, and Julianna Franklin

Party People-Vince Staples
Madison Drummey and Jack Allen

Sicko Rhapsody
Charlie Bardenheuer, Jake Catalina, and Jack Donaldson

Let it Go-Frozen
Mike Poe

ABC 123-Jackson Five
Charlie Bardenheuer, Hannah Taylor, Ian Miller, Patrick Stoffel, Yohhan Kumarasinghe, Caroline Mara, Ella Corbett, Grace Acton, Meili Stanten, and Samuel Jackson

Bohemian Rhapsody-Queen
Bromfield teachers

Awards

1st place
Party People-Vince Staples
Madison Drummey and Jack Allen

2nd place
Born This Way-Lady Gaga
Taylor Caroom, Brooke Caroom, Emily Rypinski, MJ Gamelin, Kira Houston, Elizabeth Cohen, Marley Roy, Julianna Franklin, Bella Munoz, Thea Eiland, Athena Wang, Gwyneth Smedley, Kiara Mu



Jack Allen and Maddi Drummey perform their first-place winning ASL interpretation of 'Party People' by Vince Staples.



Model UN advisor, Ms. Mattie-Brown, accepts a gift presented by club president Patrick Stoffel on behalf of all the officers.



The Bromfield girls tennis team dance to the hit song 'Old Town Road' by Lil Nas X.



Aurora Abraham and Courtney Route show off their sign language skills during 'Party in the USA.'



The GSA displays three pride flags near the end of their performance.



Dylan Winchell and Jordon Colon strut down the stage during One Direction's "What Makes You Beautiful."



Dylan DaRosa plays the Pope as Kira Houston unveils a scroll in the song '95 Theses.'



Kira Houston and MJ Gamelin act out 'Bop to the Top' from High School Musical.



Taylor and Brooke Caroom lift up Helena Justicz while performing 'Mamma Mia Medley.'



Charlie Bardenheuer plays the air guitar during Sicko Rhapsody.



Ms. Burton rocks out on an inflatable guitar during the special teachers performance.



Spanish and ASL teacher Mr. Poe gets "superpowers" with the help of Jack Allen.